



## **Marlborough School's Accessibility Plan 2021-2024**

### **Purpose of Plan**

The purpose of this plan is to show how Marlborough School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Marlborough School
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- Marlborough School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- All clubs, activities and trips planned should be accessible and inclusive by making reasonable adjustments.
- A broad and balanced curriculum should be accessible for all children. At times this might be a highly differentiated and personalised curriculum.
- Indoor and outdoor curriculum provision should be planned to include the needs of all children.

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- The indoor and outdoor areas of the school should be accessible to all children, parents and staff.

## Improving the delivery of written information to disabled pupils

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

- Information should be communicated in an accessible form and should include enlarged print or alternative formats where needed. We should ensure that any communication sent electronically is accessible on all platforms required.

## Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<b>Continually involve the children's voice and parents voice on the on the accessibility plan.</b>	<ul style="list-style-type: none"> <li>Use SEN Meetings/EHC reviews</li> <li>Through school parliament</li> </ul>	SENCO	On-going	On-going.	
<b>Ensure any staff accommodation is suitable for use by</b>	<ul style="list-style-type: none"> <li>Costings for reduced level kitchen sinks, sink lever taps, slip-resistant flooring?</li> </ul>	SENCO and Head.	Long term	2 year plan.	

people with disabilities					
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Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<b>Ensure that emergency and evacuation systems have both auditory and visual components</b>	Source advice on how we can make this happen so that the alarm is visual as well as auditory. Ask advice from the vision support team and ASD TEAM.	Lisa Pearce		By Autumn 2021	
<b>Ensure accessible signage is used throughout the setting.</b>	<ul style="list-style-type: none"> <li>• LP to engage with PMNAS and Autism Team and Vision Support team to advise most suitable formats.</li> <li>• Ensure any signage are also positioned at wheel-chair height</li> <li>• Ensure there are tactile signs, braille and signs in large print.</li> </ul>	Lisa Pearce		By July 2021	<b>PMNAS advisor has already made contact with vision team, not able to come on site at the moment. Check signing in tablet.</b>
<b>Ensure highly visible markings are used to ensure safety of pupils with visual impairments.</b>	<ul style="list-style-type: none"> <li>• Repaint yellow markings on the outdoor steps.</li> <li>• Add extra yellow markers to the stairs. We have one at the bottom and one at the top but because the carpet is black, it</li> </ul>	Lisa Pearce and Vision Support Team.		ASAP	

	will be difficult to distinguish the edge of the other steps.				
<b>Ensure plans are underway for the replacement lift.</b>	<ul style="list-style-type: none"> <li>• Liaise with Paul Renowden</li> </ul>	Lisa Pearce Buildings and Maintenance Paul Penowden	Long term	Summer 2021	We have a working lift but we have experienced mechanical issues in the Winter months and have been promised a new lift. The progress on this has been hampered by the Covid restrictions.
<b>Ramp the exit route to Y6 classroom.</b>	<ul style="list-style-type: none"> <li>• Look into the cost of a portable ramp here (We have already requested a permanent ramp, but the gradient was questioned at the time.)</li> </ul>	Lisa Pearce and OT	Long term	By April 2021	

<b>Ensuring inclusion in the school community</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Ensure any communication with regards to special events and activities is communicated in accessible signage.</b>	<ul style="list-style-type: none"> <li>• Advice from the vision and ASD team with regards to best signage to use.</li> <li>• Make staff aware that we should always use accessible signage for events etc.</li> </ul>	Lisa Pearce	On-going.	By July 2021	

<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Make sure that any home learning activities and tasks are accessible to all.</b>	Continually reflect on practise with regards to home learning activities especially for children with the most complex needs to ensure accessibility.	On-going	On-going	On-going	We are considering this at all times already. With the Covid Pandemic, this has meant that we need to constantly reflect on how this can be improved for those with the most complex needs.
<b>Ensure extra time is given to PPA time where staff need to plan for a highly differentiated/individualised curriculum.</b>	<ul style="list-style-type: none"> <li>Discuss PPA timings with SLT to ensure extra time is added for teachers where there is a need for a highly differentiated curriculum for a child.</li> </ul>	LP and SLT	Long term	In Summer term with regards to Autumn term.	
<b>Ensure progress made for children with SEN is as good</b>	<ul style="list-style-type: none"> <li>Review progress in data drops</li> </ul>	LP	On-going	On-going	This is currently more difficult to evaluate with the Covid situation.

<b>as progress nationally.</b>					
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<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Ensure that there is an option to obtain information from the website in different languages and in different formats-eg 'large print' or audio if needed.	LP to liaise with different support teams to find best way to communicate this.	SENCO and Head		By October 2021	