



## **Accessibility Plan 2017/18**

### **Rationale**

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled Students. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy.

The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long term negative effect to do normal daily activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

### **Aims of the Marling School Accessibility Plan**

The school plans, over time to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Increasing the extent to which disabled students can participate in the school Curriculum.
- Improving the communication to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are non-disabled.

The actions planned to meet these aims are set in the three sections below:

# Marling School Access Plan - The Physical Environment

		<b>Objective</b>	<b>What</b>	<b>How/Staff</b>	<b>When</b>	<b>Evidence for review in February 2018</b>
Short term (less than 1 year)	1	Ensure provision for current students is suitable.	Review toilet and building access arrangements in place for current students eg. Handrails, lifts, ramps	Departmental and Pastoral teams to report via oversight process - Facilities Administrator to coordinate and report to Business Manager	Term 1 each year	
	2	Ensure staff training including First Aid training is in place to support needs of current student body	Review how current student needs are being met.	Facilities Administrator to check and report to Business Manager	Term 1 each year	
	3	Ensure parking and access to building for physically disabled students and their parents when they visit the school is in place	Review current arrangement	Facilities Administrator to check and report to Business Manager	Term 1 each year	
Medium term (more than 1 year)	1	Ensure new build access arrangements are suitable for physically disabled users for the buildings/buildings works which are planned for the future (2 x funding bids currently in place)	Check new building design. <ul style="list-style-type: none"> <li>• Lifts, handrails, ramps, charging points for wheelchairs</li> <li>• Fire evacuation</li> <li>• Toilets and washroom</li> </ul>	Headteacher and Governing Body	Next year	

## Marling School Access Plan - Accessing the Curriculum

		<b>Objective</b>	<b>What</b>	<b>How/Staff</b>	<b>When</b>	<b>Evidence at review date February 2018</b>
Short term (less than 1 year)	1	Ensure compliance with Equalities Act 2010	Staff and governors informed of requirements and obligations of Single Equalities Act 2010, and of the Accessibility Plan	Review of policy and provision at Student Progress Governor's meeting	March 2016	
	2	Ensure curriculum meets the needs of all students	Curriculum review process to include consideration of curriculum needs of all students including those with a disability	CLIM and Student Progress meeting's agenda item	Term 1 and 2 each year	
	3	Ensure student disability is identified and that reasonable adjustments are made in provision	Additional Education Needs (AEN) plan for each student identified is in place in September of each year	SEN production of IEPs SEN Governor reports to Student Progress Governor's meeting	Term 1 each year	
	4	Ensure all groups of students with common needs have support and appropriate adjustments to provision eg Pupil Premium, EAL, AEN, ethnic minority	Identification of students and notification to staff of students in groups	Monitoring and checking of progress at tracking through year	Term 1 each year	
	5	Ensure students with a disability have fair access to school educational visits	Staff planning trips include provision for students with a disability	EVC and FGB		

## Marling School Access Plan - Access to information normally provided in written form

		<b>Objective</b>	<b>What</b>	<b>How</b>	<b>When</b>	<b>Evidence at review date February 2017</b>
Short term (less than 1 year)	1	Ensure students with difficulties in using language are supported in the delivery of the curriculum	Literacy needs identified in year 7 and throughout the year	Accelerated reader assessment and AEN assessment/Literacy Coordinator and SENCO	Term 1 of Year 7	
	2	Ensure students with visual and/or hearing impairment have access to the curriculum	Identification of needs of students joining the school with hearing and/or visual impairment	Teaching staff to be made aware of students in their class with hearing impairment and to plan lessons /Admissions clerk, HoYs and SENCO appropriately	Term 1 and through the year	
	3	Ensure Library has material available to support the learning of students with visual impairment	Identification of needs of students joining the school with visual impairment	Librarian to be notified and acquire suitable resources/Admissions clerk, HoYs and SENCO	Term 1 and through the year	

### Review date

Annually via Student Progress Committee of the Governing Body

### Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- AEN policy
- Single Equality policy