



Inspire Learning, Ignite Curiosity

Marlow Church of England Infant School Accessibility Plan 2024-2027

***Then God said, “Let us make humankind in our image, in our likeness”
Genesis 1:26***

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness thankfulness and service

As a school we embrace the opportunity to promote the United Nations convention on the Rights of the Child. This is reflected in this policy through **Article 23**: *Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives* and **Article 28**: *Children have the right to a good quality education*". The school premises and therefore learning environment should be accessible to all to ensure a good quality education.

Context

The Equality Act 2010 replaced previous discrimination law and provides a piece of legislation covering all types of discrimination that are unlawful. It is a requirement under this Act that schools have an accessibility plan.

This Accessibility plan outlines a strategy which aims to

- a) increase the extent to which disabled pupils can participate in our curriculum;
- b) improve the physical environment of our school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered at school;
- c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

We recognise the need to provide adequate resources in order to implement this plan and will regularly review the progress towards achieving its objectives

Definition of Disability

Disability is defined by the Equality Act 2010

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

Definition of Special Educational Needs (SEN)

As defined by the SEN Code of Practice 2014

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Principles

- Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the Equality Act 2010:
 - 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
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

- Pupils with SEND (special educational needs or disability) access the curriculum through the support of the school's SEND provision (if required) and in line with the wishes of their parents/carers or child, if appropriate. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where it looks like it is becoming hard to manage or meet the needs of the child within the classroom and all school avenues have been exhausted, the SENCo consults parents about alternative provision in order for the child to reach its full potential.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares them for the opportunities, responsibilities and experiences of later life.

Strategy

The school will, where necessary, seek advice in all matters relating to the areas outlined above and consult with experts in the area as follows:

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

When planning and undertaking future improvements and refurbishments of the site and premises the school will ensure experts are consulted to ensure that improved and appropriate access, lighting, acoustic treatment, and more accessible facilities and fittings are supplied.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See attached (Appendix 1)

Linked Policies

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

- School Development Plan
- Asset Management Plan
- Teaching & learning Policy
- Behaviour Policy
- Health & Safety Policy
- SEN policy
- Equalities Policy
- Curriculum Policies

Policy updated: January 2024

Policy to be reviewed: January 2027

Annual review of progress towards objectives in the Accessibility Plan

Appendix 1

Member of staff responsible: Headteacher

Governor(s)/Committee(s) responsible: **Finance & People Committee (F&P)**. (Issues related to curriculum may also be allocated to the **Teaching & Learning Committee (T&L)**)

This plan was drawn up by: Headteacher

The plan was approved by: Finance & People Committee in: February 2024

The plan is also available in the following formats: the school's website, enlarged print version and hard copy available on request to the Headteacher.

Key:

- Improving Access To the Curriculum: **C**
- Improving Access To The Physical Environment: **PE**
- Improving Access To Information: **I**

Marlow C of E Infant School Accessibility Plan 2024-2026							
	Improving Access to		Objective	What	How	When	Goal Achieved
Short Term	I	1	Ensure compliance with Equalities Act 2010	Staff and governors informed of requirements and obligations the Act and of the Accessibility Plan All staff to undertake Equalities training	Staff meeting Governors meeting National College online training	Summer 2024	
	C	2	To improve the consistency in assessment of the progress that children with SEND are making so that school has an accurate picture of the progress they make in year, in the core curriculum	SENCo and Headteacher to investigate different tracking tools eg Pivats and how they link to the school's current online tracking platform Training of teachers Targets set in SEN plans which are linked to tracking tools	Audit of tools Staff meeting Progress meetings	Spring 2025	

	PE	3	Ensure routes around school grounds are easily accessible for children and adults with disabilities	Identify key issues with current and future cohorts in mind.	Areas for improvement identified. Potential ramps added to exits where necessary. Handrails next to steps to playground to be adapted or replaced to ensure that they are appropriate for the age and size of children Signage improved to make routes clear to all. Clear markings on floor	Summer 2025	
Medium Term	C PE	5	Ensure that changes which have been made the Wild World continue to incorporate access for pupils with disabilities remains accessible	Clear access and paths are wide enough for wheelchairs.	Review plans and access with the Site Team and if necessary fundraise/research grants so that appropriate width and surfaces are included to provide access	Autumn 2025	
	PE	6	Consider if playground equipment is accessible for all pupils within the school regardless of disability.	Audit of playground activities and pupil's ability to enjoy them.	Review audit and if necessary fundraise/research grants so that appropriate equipment can be purchased.	Summer 2026	