



MARKET FIELD SCHOOL

PART OF HOPE LEARNING COMMUNITY

Accessibility Plan

Approved by	Ruth Whitehead
Date of policy:	June 2025
Last reviewed on	October 2022
Next review due by:	June 2028

Accessibility Plan

This plan should be read in conjunction with the School Improvement Plan, the SEND Policy and the SEND Information Report.

This plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Head of School, Senior Leadership Team, Nursing Team and the Site Management Team are accountable for ensuring the implementation, review and reporting on the progress of this plan over a 3 year period.

This plan has been drawn up based upon information provided by the Trust, the Local Authority and reflects parent and student voice (gathered through Annual Review paperwork and School Council meetings) as well as staff feedback. This will advise other school planning documents.

This plan is updated to reflect statutory requirements for the setting of Equality Objectives, the plan is structured to complement and support the Trust Vision and Aims. We acknowledge that OFSTED inspectors may include a schools' accessibility plan as part of their review and will advise upon the compliance to the Equality Act 2010.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will always challenge negative attitudes about disability and accessibility and will champion a culture of awareness, tolerance and inclusion.

The school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors. The plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist resources or facilities where appropriate. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- Increase access to the curriculum for pupils with a physical disability, expanding the curriculum as necessary to ensure that students with a physical disability are equally prepared for life as those without. This will cover teaching and learning as well as the wider curriculum of the school and will cover the provision of specialist equipment which may be needed to assist pupils to access the curriculum.
- Improve the accessibility of information provided to our stakeholders provided in paper form and on the school website.

The plan relates to the key aspects of the physical environment, curriculum and written information.

Whole School Training will recognise the need to continue raising awareness for staff on their duties under the Equality Act 2010.

Planning Duty 1: Physical Environment

Planning Area	Targets	Strategies	Timescales	Lead	Success Criteria
Whole school outdoor learning environment	To make Core communication boards available in all outside areas	To design bespoke outdoor boards for use in all outdoor areas	July 26	Jess Dewdney/Rebecca Norfolk	Core communication boards will be available in all outside areas of the school.
Fire Drills	To ensure all staff are clear on fire procedures and the building has appropriately trained fire marshalls	Site manager to identify fire marshalls to cover each 'zone' of the school and ensure appropriate training. New staff to the school to have a 'fire walk' as part of their health and safety induction	October 25 Ongoing	Pat Batchelor Pat Batchelor	In the event of a fire, the building will have enough trained fire marshalls to ensure the safety of all. New staff will know the fire procedures in order to keep children safe in a fire drill.
Fire Drill	To ensure key staff are trained in evacuation chair procedures for children in a wheelchair	Site manager (supported by Trust Site Manager) to liaise with nurse to identify children joining the school who will need a Personal Evacuation Plan.	Aug 25 and then ongoing	Pat Batchelor Kayly Elmer	In the event of a fire, children (and staff) with a Personal Evacuation Plan will know what is in place to keep them safe and they can be evacuated in a safe and calm manner.

		Evacuation Chair training to be provided for staff supporting these children.			
Fire Drill	To implement grab bags for children in Autism Base classes and younger MLD classes	Create grab bags for children containing symbols as well as small items to 'contain' whilst waiting for a fire drill to finish (such as play doh, fidget toys)	July 26 initial roll out	Ellie Spence, Meg Parris, Rebecca Norfolk, Kim Bere	In the event of a fire, children with sensory needs will have strategies and resources to help them 'feel' safe and contained, reducing risk of injury to self and others.
Ground floor main teaching corridor	To implement a sensory corridor to support sensory regulation	Carpet to be removed and specialist flooring to be laid with activities printed on. Walls to be repurposed to include sensory tools	July 26	Meg Parris	Children with sensory processing difficulties and conditions such as ADHD will have a corridor space to use to enable self regulation.
Sensory rooms and soft play rooms	To refurbish these rooms	Rooms will be refurbished as they have reached the end of their lifespan and are no longer fit for purpose	April 27	Meg Parris, Ellie Spence, Pat Batchelor, Kim Bere	All children will have rooms fit for purpose in which to regulate as required.

Planning Duty 2: Curriculum

Planning Area	Targets	Strategies	Timescales	Lead	Success Criteria
Accessibility for students with a Visual Impairment	The curriculum will reflect the needs of students who cannot see very well	EHCPs/specialist teacher documents to be reviewed to ensure that print size recommended is being used.	Sept 25 ongoing	Emma Rixon, Kim Bere, Laura Woolf	Students will be able to read the worksheets/handout documents for their lessons and will be able to access their learning.
		Large print texts and texts with different coloured backgrounds to be ordered as library stock	Sept 25 ongoing	Laura Woolf	Students with a visual impairment will be equipped to read for pleasure.
Trips	Trips will be fully accessible for students in wheelchairs	Risk assessments to ensure all children are considered on trips, venues will be vetted for suitability.	Jan 26 ongoing	EVC	Students in wheelchairs will gain benefit from outdoor learning trips as well as their peers.
		A list of 'great trips' will be created which are accessible for students with disabilities	Ongoing	EVC/Kim Bere	