

Accessibility Plan

At Market Field School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Market Field School is a double storey building planned and built with wheelchair access a priority focus. **There is wheelchair access to all areas of the building and playground areas** with access to the upper floor in the lift and emergency evacuation chairs to get children in wheelchairs off the upper floor quickly in the event of an emergency evacuation.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the board of trustees for the Market Field Learning Community will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

Objectives

Market Field School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Market Field School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Maintain access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe, for example possibly increasing the number of both static and mobile hoisting equipment if the need arises.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Market Field School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policies
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved Date

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- **Head of School**
- **Site Manager**
- **School Improvement Lead**

Accessibility Audit:

An access audit was carried out by the Head of School and Site Manager in January 2021. The following recommendations were made as follows:

Item	Activity	Timescale	Cost
Wheelchair access to all areas	To be kept clear of obstructions and maintained to a high standard	Ongoing	n/a
Suitability of chairs in Science and Art Room	Stools to be replaced with chairs with backs to support children's posture and muscular development.	By February half term	£815

Accessibility Plan – Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Corridor	Keep corridors free from obstruction	Immediate	High	None	Ongoing
2	Disabled Parking	Spaces to be kept clear of non-disabled (blue badge) vehicles		Medium	None	Ongoing
3	Disabled Toilet	To be maintained to high hygiene standards	Ongoing	High	None	Ongoing
4	Changing and Shower Facilities	To be maintained to high hygiene standards	Ongoing	High	None	Ongoing

Accessibility Plan – Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in teaching	LG and School improvement lead to monitor differentiation and quality of marking	Immediate	High	None	Ongoing
2	Speech and Language	Speech and Language team to carry out an audit into whether children are being supported as well as they could be across all phases of the school.	Ongoing	High	None	Ongoing
3	Classroom and curriculum activities are organised to promote the participation and independence of all pupils	LG and School improvement lead to monitor medium and long term planning to ensure the needs of all pupils are being met.	Ongoing	High	None	Ongoing
4	Staff training on supporting pupils with a focus on key areas of need within the school	Training needs to be identified from staff and a plan to be generated from this.	Ongoing	High	None	Ongoing

5.	Provision within EHCP	Teaching staff to check that all provision within the EHCP documents are being met for all of their class – this may include i.e. overlays etc for dyslexia	Ongoing	High	None	Ongoing
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Accessibility Plan – Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats available when requested.	The school will make itself aware of the services available for converting written information into other formats	Ongoing		Not applicable	
2	Review documentation on website to check accessibility for parents	The school will review formats on the school website	Ongoing		Not applicable	
3	Review into the reports generated for End of Year	The school will consider whether the report that goes home to parents/carers at the end of the year is in the best format it could be.	Ongoing		Not applicable	