



**MARSDEN**  
JUNIOR SCHOOL

# Accessibility Plan

## 2023-26

### Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Accessibility at Marsden .....	3-4
4. Action plan.....	<b>Error! Bookmark not defined.</b> -7
5. Monitoring arrangements .....	8
6. Links with other policies .....	8
7. Appendix (Accessibility Audit).....	9-14

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

This plan sets out the proposals of the Governing Body of Marsden Junior School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- to ensure all school policies, plans and procedures are reviewed as part of a 3-year programme and amended if necessary with regard to general duty under the Disability Discrimination Act 2005.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind, our commitment to which is demonstrated in our vision: **'Everyone Exceptional Every day'**. This, together with our mission statement, **'To enable all our students and staff to achieve their best'** drives our ethos. As part of our school aims we also highlight the importance of engendering a sense of personal worth and physical and emotional well-being which enables all students to become confident, self-reliant, self-disciplined, healthy and responsible.

The plan will be made available online via the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

### **3. Accessibility at Marsden Junior School**

As part of our ongoing commitment to improving the environment at Marsden Junior School we have undertaken a number of refurbishment and building projects over the past few years. With each one of these projects, we have improved the physical accessibility of our school.

Major refurbishment of the school buildings and grounds from 2015 has resulted in:

- Classrooms with better use of floor space to enable easier movement around the room
- New ceilings, floor and wall finishes to improve acoustic performance
- Better conditions for the use of technology including interactive white boards
- DDA compliant doors throughout school

We have tried hard to achieve our vision and a number of the successful outcomes are listed below:

- Learning support assistant time was allocated to behaviour and curricular support for children with Special Needs (curriculum).
- Two accessible parking spaces have been installed for disabled people (physical)
- Large screen installed in hall with projector (visual)
- New speakers and sound system with range of wireless microphones

At Marsden Junior School we strive to ensure that every child has the best opportunity to achieve. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the DDA. We do recognise that there is always room to improve and the Action Plan shows our wish to continue to develop our practice.

On 'access to the curriculum,' we have incorporated inclusive developments through national strategies, through local initiatives and through in-school developments. Lesson observations include aspects of inclusion in teaching and learning.

Scheme of Work revisions include measures to ensure that all pupils including those with disabilities can access the curriculum. This is a rolling programme of improvements which is leading to holistic embedding of the principles.

On 'information,' we have tried to use a range of formats to meet differing needs. Visual signs are used in appropriate places for all pupils, and particularly for those who need visual cues to help them. We are aware of services to produce alternative formats if necessary. We will use our information systems to monitor our progress as a school and the progress of disabled children within the school to ensure that we are helping all children achieve.

#### **3b. Involvement**

Care plans are drawn up for children identified as having disabilities in consultation with specialist support services and parents. They are reviewed regularly and are made available to and discussed with all relevant members of staff, both teaching and non-teaching.

There is a standing item on the agenda for all Governing Body meetings related to SEND.

The views of the pupils and their parents are taken into account when drawing up and evaluating the effectiveness of care plans.

Liaison with the specialist support and medical care services involved with individual children is a fundamental aspect of our provision. We include the recommendations of these services/agencies in all care plans for all pupils.

### **3c. Management, Coordination and Implementation**

Our SENCO monitors and implements this policy.

Our Governors review this policy's formation and implementation.

A record of all pupils with identified disabilities is kept confidentially and updated regularly.

The academic progress of pupils on this register is tracked using the established school systems and any outcome gaps identified.

The participation of all pupils at after school clubs is monitored closely and particular consideration is taken of the uptake of places in these clubs by disabled children.

We endeavour to ensure that disabled pupils participate in all educational and non-educational visits and make provision accordingly.

The monitoring and assessment of the impact of this plan and curricular provision / standards achieved by pupils under its remit are integrated into review meetings on an annual basis. Trends in data will need to be analysed as the latter is collated following the implementation of this plan.

Parents are fully informed of all provision made for their children and are involved in formal meetings. Teachers are always accessible for informal meetings to discuss progress.

### **3d. Hearing Impaired**

We have contact with Kirklees Hearing Impairment Service who have an annual consultation with the class teacher and offer support and recommendations regarding the classroom environment and the child's needs. If required, school has a Connevans Swift+ Digital Classroom Soundfield System, a wireless infra-red soundfield system which benefits both student and teacher. The teacher's speech is amplified to give a natural and clear listening experience, making it easier for the pupil to hear and remain engaged.

### **3e. Additional Support**

Specialist support may be put in place, depending on individual needs and in consultation with students and parents. These may include educational psychology, autistic spectrum disorder support, sensory service for hearing or visual impairment, speech, language and communication support, occupational therapy support, physiotherapy support, school nurse, and links with specialist provision establishments.

**. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p><i>Increase access to the curriculum for pupils with a disability</i></p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables.</i></p> <p><i>Additional aids available e.g. pencil grips, coloured overlays, yellow keyboards.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Specialist agencies visit regularly to support staff &amp; pupils e.g. SpL, OTs, EdPsy, Diabetes Nurse</i></p> <p><i>Care plans in place for children with medical needs and reviewed regularly with support put in place where required e.g. lunch time supervisor, diabetes training</i></p>	<p>Long</p> <p>Long</p> <p>Long</p> <p>Short</p> <p>Short</p> <p>Short</p> <p>Long</p> <p>Long</p> <p>Long</p>	<p><i>Distribute registration form at the beginning of each year to ensure data held in school is accurate and up-to-date regarding disability and medical needs</i></p> <p><i>Ensure all staff have access to the information.</i></p> <p><i>Scrutiny of planning and books by subject coordinators, SLT, SENCO and staff.</i></p> <p><i>Regular pupil progress meetings.</i></p> <p><i>Identify and address training needs of staff to understand and meet the</i></p>	<p>SENCO</p> <p>SENCO</p> <p>SLT / Staff</p> <p>SLT/ Staff</p> <p>SLT / SENCO</p>	<p>Autumn</p> <p>Autumn</p> <p>On going</p> <p>On going</p> <p>Termly</p>	<p>All members of staff have a school register. Updated every half term (or at the time information is provided by a parent).</p> <p>Book scrutiny form completed after scrutiny. Overview given to staff.</p> <p>Pupil progress meetings are held every half term with targets set.</p> <p>Staff completed the CPD area of development.</p> <p>EHCP children risk assessment completed</p>

	<p><i>Support staff and teachers receive appropriate training, including annual epi-pen and epilepsy training.</i></p> <p><i>Children with disabilities access school trips, special events, after-school clubs etc</i></p>	Short	<p><i>needs of disabled pupils</i></p> <p><i>Risk assessments completed for children with EHCP.</i></p> <p><i>Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum</i></p> <p><i>Monitoring of children who attend after school clubs.</i></p>	<p>SENCO / class teacher</p> <p>SENCO</p> <p>SLT / SENCO</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>and put in file.</p> <p>SENCO discusses needs of individual child with class teacher during SEN review meetings.</p> <p>Collection of data at the end of each half term and put in report for SLT / Governors.</p>
<p><i>Improve and maintain access to the physical environment</i></p>	<p><i>The environment is adapted to the needs of pupils as required. This includes:</i></p> <ul style="list-style-type: none"> <li><i>• Corridor width</i></li> <li><i>• Disabled parking bays</i></li> <li><i>• Disabled toilets and changing facilities</i></li> <li><i>• Altered handrail heights</i></li> <li><i>• Visual strips on stairs</i></li> </ul>	Long	<p><i>Continual monitoring of the building to meet the needs of any new child who starts or if those of an existing child who already attends. This will be following outside agency advice and guidance.</i></p>	<p>SLT / SENCO</p>	<p>ongoing</p>	<p>Amendments made following information provided from outside agencies. These will be recorded and added to risk assessments.</p>
<p><i>Improve the delivery of information</i></p>	<p><i>EHCP's are used to create individual programmes of study</i></p>	Long	<p><i>Identify and address training</i></p>	<p>SENCO/ Staff</p>	<p>Termly</p>	<p>Staff completed the CPD area</p>

<p>to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Pictorial or symbolic representations</li> <li>• Large print resources</li> <li>• IWB</li> </ul> <p>Specialist agencies visit regularly to support staff &amp; pupils e.g. SpL, OTs, EdPsy, Diabetes Nurse</p>	<p>Long</p> <p>Long</p>	<p>needs of staff to understand and meet the needs of disabled pupils.</p>			<p>of development.</p> <p>Discussed during SEN review meetings.</p> <p>SENCO keeps a record of outside agencies that have visited school or through virtual support.</p>
------------------------------------	---	----------------------------	--	--	--	--

## **5. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by MJS Local Governing Body, ratified by the Children, Families and Communities committee.

## **6. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



Reviewed: Autumn 2020  
 Next review: Autumn Term 2023

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>School has 3 floors.</p> <p>Ground floor - dining room, kitchen, cellar, Year 6 classroom, toilet.</p> <p>Middle floor - reception, 7 classrooms, hall, boys and girls cloakrooms, boys and girls toilets, rear porch, Principal's office, individual children's toilet, sluice room.</p> <p>Top Floor – staffroom, staff toilet x2, nurture room.</p>	<p>Children using nurture room are always supervised by an adult.</p> <p>Continued up-keep of the areas.</p>	<p>Staff</p> <p>MFG Site Manager</p>	<p>Ongoing</p>
Corridor access	<p>Corridors up both sets of stairs have altered hand rail and the steps have visual strips.</p>	<p>If a child has mentoring and is unable to access the nurture room due to the stairs an alternative area will be provided e.g. dining room, Principal's office, spare classroom, outside classroom.</p>	<p>SLT</p>	<p>On going</p>

	<p>Corridors to staffroom and nurture room have a narrower stairwell.</p> <p>Area in rear porch is an access corridor from the playground into cloakrooms.</p> <p>Areas outside reception and Principal's office.</p>	<p>If a member of staff is unable to access the staff room an alternative area with facilities will need to be made available.</p>		
Lifts	Not Applicable			
Parking bays	<p>11 parking spaces in main car park.</p> <p>2 marked disabled spaces at front of school.</p>	Not applicable		
Entrances	<p>Main entrance at front of school, which has an intercom system with camera.</p> <p>2 entrance doors in rear porch from the playground, one has steps the other is level with playground.</p> <p>3 Fire exits:</p> <p>2 off the main hall into the playground</p>	Not applicable just general maintenance.	MFG Site Manager	ongoing

	<p>1 next to 6MW with a push button release which leads into car park.</p> <p>3 entrances into school grounds</p> <p>1 from the park, 1 from Carrs Road, 1 from Manchester Road.</p>			
Ramps	Not Applicable	Not applicable		
Toilets	<p>Girls Toilet – 6 cubicles</p> <p>Boy's toilet – 4 cubicles and a urinal.</p> <p>Disabled toilets in dining room and 6 MW classroom.</p> <p>Staff toilets in staffroom, nurture room and main office.</p>	<p>In the event of a child entering school who has a disability and requires a disabled access toilet in the main children's toilets one of the cubicles will need to be modified.</p> <p>In the event of a member of staff requiring access to a disabled toilet the one near the Principals office would need to be adapted.</p>	<p>Executive Principal</p> <p>SLT</p>	As required
Reception area	<p>Accessed through the main entrance at the front of school and up a flight of stairs. Use of an Intercom system with camera which allows visitors to be admitted in.</p>	<p>Visitors would access the school building through the rear porch entrance. Prior arrangements would be made.</p> <p>Business Support Officer would escort child, or collect hand over any paperwork that was brought to school.</p>	<p>SLT</p> <p>Business Support Officer</p> <p>Staff</p>	Ongoing

	<p>Business Support Officer sits at desk with easy visibility and access.</p> <p>Area itself is large with a seating area for 4.</p> <p>Net 2 sign in system</p> <p>Large television showing school values, achievements and photographs.</p> <p>Welcoming display and presentation of trophies.</p> <p>Safeguarding information displayed on the wall</p>			
Internal signage	<p>All classrooms and rooms have a plaque on the door.</p> <p>Main entrance has sign.</p> <p>Safeguarding posters</p> <p>Cloakroom doors have a full size image (male / female) in colour and sign.</p>	Changed with changes off staff.	SLT	ongoing

<p>Emergency escape routes</p>	<p>4 entrances are used to leave the building, the main entrance and 3 fire exits.</p> <p>Class 2,3,4 leave through the fire exit in hall by boys cloakroom.</p> <p>Class 5,6 – fire exit in hall by girls cloakroom.</p> <p>Class 7 (Y6) – down stairs and out the fire exit by MW classroom</p> <p>Class 8 (Y6) – fire exit by MW classroom.</p> <p>All classroom have fire regulation doors.</p> <p>Fire bell tested weekly.</p> <p>Fire practice and lockdown practice termly (3 times a year at least).</p>	<p>In the event of a child / member of staff being unable to access the escape route e.g. down the stairs an alternative route will be decided upon.</p> <p>In the event of fire and an escape route being inaccessible the class would leave by an alternative route.</p> <p>Intermittent blocked access will occur during fire practice</p>	<p>SLT</p>	<p>ongoing</p>
--------------------------------	--	---	------------	----------------

<b>Approved by:</b>	Sarah Mansell / Jess Clow		
<b>Responsible department:</b>			
<b>Last review date:</b>	[23/10/23]	<b>Last reviewed by:</b>	
<b>Last updated:</b>	[23/10/23]	<b>Last updated by:</b>	
<b>Next review due :</b>	[23/10/26]		