



Marriott Primary

Achieving Together

ACCESSIBILITY PLAN

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| Approved | 26th April 2022 |
| Signed (Chair of Governors) | <i>Steve Wilson</i> |
| Reviewed (Due: 26/04/2025) | |
| Signed (Chair of Governors) | |

At Marriott Primary 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 valued and included. We are a safe school, committed to improving children's confidence and self-esteem.

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.

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 Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Marriott Primary 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 Marriott Primary 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 Marriott Primary Accessibility Plan contains actions to:

- Increase 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; the information should be made available in various preferred formats within a reasonable timeframe.
- 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 Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development 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.

This Accessibility Plan will be published on the school website and will be monitored through the Governing Body. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010. It is a requirement that the school's accessibility plan is reviewed and revised as necessary and reported on annually.

The priorities for the Accessibility Plan were reviewed by:

- The Governing Body
- Co-Head Teacher
- SENCO
- School Business Manager
- Site Manager

A plan of the school buildings, showing areas of accessibility and disabled toilets, is attached to this Accessibility Plan.

Zone 1 : Office 1
Lobby 1.1
Exit to playground 2

Zone 2 : Adj P/O Room 15
Zone 3 : KS1 Classrooms 11 12 13
Zone 4 : Stairs 14
Zone 5 : Classroom 25

Zone 6 : Exit door adj kitchen 3
Servery 5

Zone 7 : KS2 Classrooms 6 & 26

Zone 8 : KS2 Classrooms 27 & 28
Sm Hall 9

Zone 9 : Hall
Exit adj P.E store 10

Zone 10 : KS2 Boys w/c 7
Exit to Playground 8

Zone 11 : Stairs to PPA 4

Zone 12 : BM & SENCO

Zone 13 : PPA & Server room

Zone 14 : Foundation 18 19
20 21 22

Zone 15 : Foundation
Boiler RM 23

Zone 16 : Glass tunnel 16 17

Zone 17 : Roof void Foundation

Zone 18 : Roof void PPA

Zone 19 : Roof void BM & SENCO

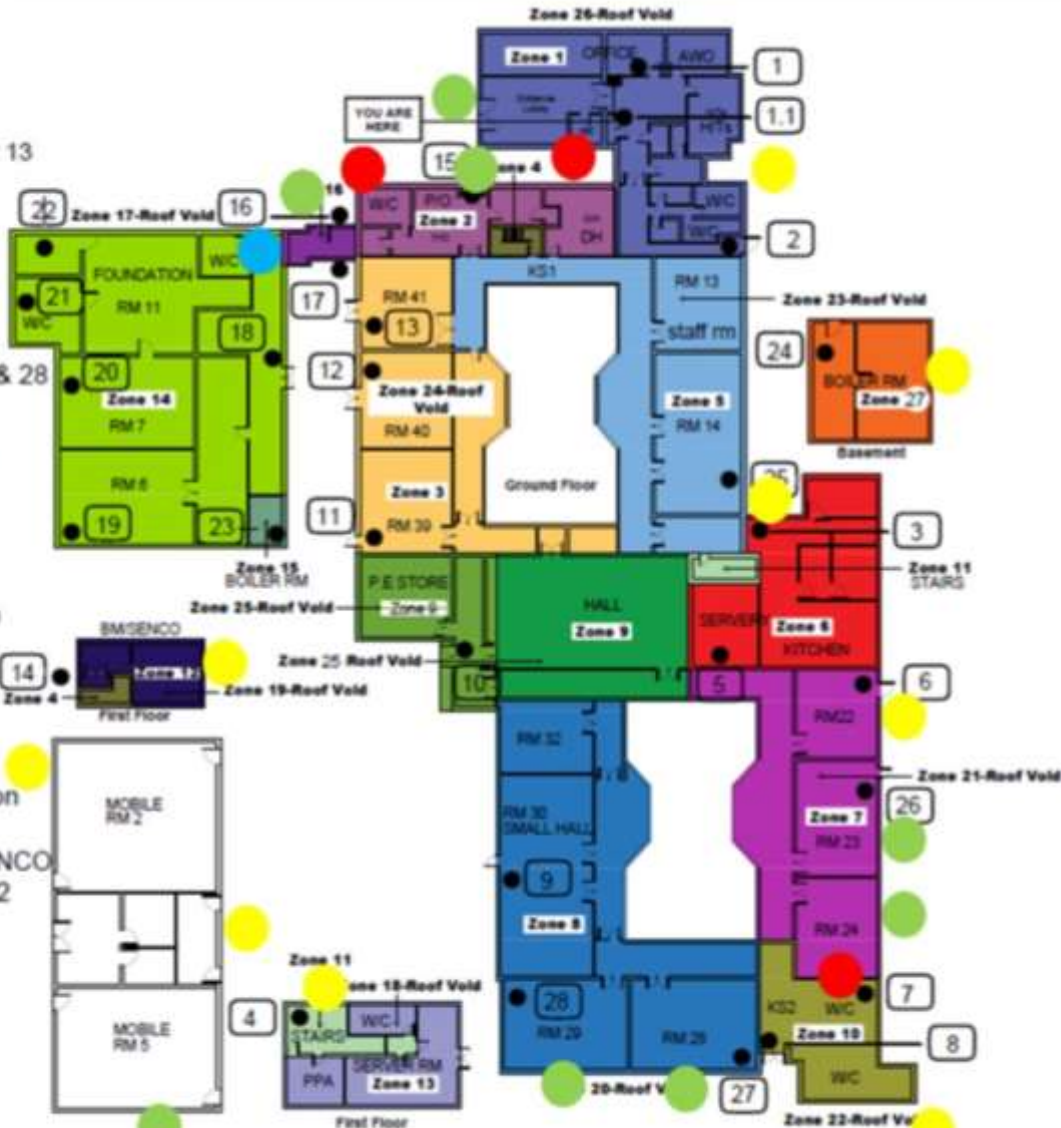
Zone 20 21 22 : Roof void KS2

Zone 23 24 : Roof void KS1

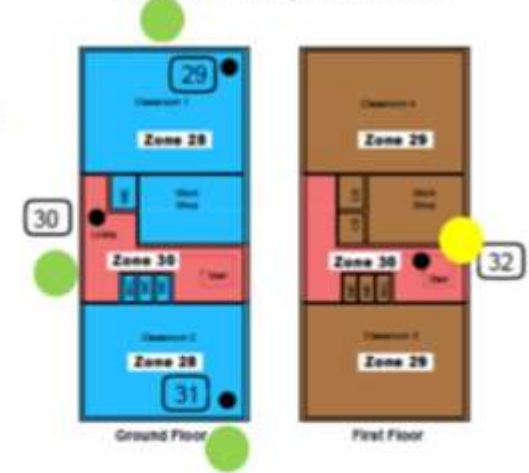
Zone 25 : Roof void Hall

Zone 26 : Roof Void offices
KS1 w/c

Zone 27 : Boiler room



Building far end of the school
Zone 28 : Classrooms 29 31 G.F
Zone 29 : Classrooms F.F
Zone 30 : Lobby areas 30 32



ACCESSIBILITY PLAN

An Access Audit was carried out by the School's Premises Officer and School's Business Manager in April 2022.

A number of recommendations were made as follows:

Schedule 21: Action Plan A – Improving Physical Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost | Date Completed |
|-----|--------------------------------------|---|---------------|----------|--------|----------------|
| 1 | Corridor | Keep corridors clear from obstructions. | Immediate | High | None | Ongoing |
| 2 | Key Stage 1 corridor from toilets | Repaint steps with yellow highlighting | May half-term | Medium | £50 | |
| 3 | Key Stage 2 Exit Door | Resurface so that edge of door is level with playground | TBC | Medium | £3,500 | |
| 4 | Key Stage 2 girls toilets (outdoors) | Ramp to be installed to become more accessible | TBC | Low | £3,500 | |

Schedule 22: Action Plan B – Improving Curriculum Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost | Date Completed |
|-----|-----------------------------|---|------------|----------|-------------------|--------------------------|
| 1 | Differentiation in Teaching | SLT along with SEND team monitor quality of differentiation and provision for SEND pupils. (link to performance management targets) | Ongoing | High | SLT release costs | Ongoing Review Termly |

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|---|---|--|---------|------|--|---|
| 2 | Interventions | SENCO to audit current interventions and their success/impact on progress. Provision mapping being used across all year groups. Progress discussed in pupil progress meetings. | Ongoing | High | Resourcing costs of identified areas to develop | Ongoing Review Termly Pupil Progress meetings |
| 3 | Classrooms are organised to promote the participation and independence of all pupils | SENCO/SEND Curriculum Assistant Manager to ensure that all children have access and are engage through observations an learning walks. | Ongoing | High | Possible resource implications where gaps are identified | Ongoing Review Termly Pupil Progress Meeting |
| 4 | Staff training: supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia, Dyslexia, ADH | SENCO and outside agencies to deliver training. Identify gaps in knowledge and seek external advice if necessary. Implementation of whole class strategies to engage children with SEMH needs. | Ongoing | High | CPD External specialist costs | Ongoing Link: review of SDP |
| 5 | Lunchtime withdrawal area: to support pupils with sensory difficulties | SENCO/ SEND Curriculum Assistant Manager to monitor provision and success of Lunchtime Nurture Club | Ongoing | High | Staff/ resource implications | Ongoing |