

MALVERN PARISH CE PRIMARY SCHOOL

‘LEARNING TOGETHER FOR AN EXCITING FUTURE’



ACCESSIBILITY PLAN 2024 - 2027

LAB Approval:

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Member of Staff Responsible:

Name: Martyn Bream



Malvern Parish CE Primary School

‘Learning Together for an Exciting Future’



At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

“I have come that they may have life and have it to the full”. John 10.10

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



Contents

1. Aims.....	3
2. Legislation and guidance	4
3. Action plan	Error! Bookmark not defined.
4. Monitoring arrangements	Error! Bookmark not defined.
5. Links with other policies	Error! Bookmark not defined.

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

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.

The Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We welcome our duties to eliminate discrimination, advance equality of opportunity and foster good relations. At Malvern Parish we follow the DoW MAT Equality Policy and ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the Act covers: age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief and sex orientation.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Right of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We adopt the specific and measurable objectives laid out in the DoW MAT Equality Policy. The objectives which we identify consider national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

The accessibility plan will be made available online on 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Objective	Task	Timescale	Finance	Responsibility	Monitoring	Success Criteria
Access to the Curriculum Reflect identified area of need in lesson planning and delivery	Staff Training on disability as necessary. Purchase resources	Prior to child starting school	To be determined	Head of School SENCO Class Teacher	Head of School SENCO Governors	Child with disability has full access to the curriculum with reasonable adjustments made.
School Policies Ensure all policies consider the implications of Disability Access	When reviewing policies, consider children in school with disabilities if appropriate.	In line with Policy review schedule.	No Cost Time	Head of School Subject Leaders	Governors	School policies will reflect the needs of children with disabilities. Access to all aspects of school life for all pupils
School Buildings Ensure access to school buildings and site can meet the needs of all children, staff and visitors	Consider wheel chair access for school concerts etc.	To be arranged as necessary when required.	To be determined	Head of School	Governors	Easy access to school buildings and a disabled toilet available to wheel chair users and others with disabilities.
Classrooms If necessary ensure that all classrooms are adjusted to reflect the needs of the child with the disability	Plan classrooms in accordance with pupil need. Organise resources within the classroom to reflect pupil need.	Prior to child starting school	Staff time	Class teachers	Head of School	Appropriate use of resources for diverse needs of specific pupils with disability.
Newsletters and Documents Availability for newsletters and school documents in alternative formats	Newsletters, School documents and pupil can be given in alternative formats as required.	To be arranged as necessary when required.	Cost to be determined	School Administrator	Head of School	Information to pupils and parent/carers will be improved. Accessibility plan up to date and reflects needs of particular disabilities within the school.