



Accessibility Plan

Introduction and 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;
- To improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- To 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.

Our vision is that all children at East Markham Primary School will be happy, successful learners who believe in themselves and achieve their full potential. With this always in mind, our school motto is '**Believe, Achieve, Succeed**'.

At East Markham Primary School, our **respectful** learners feel secure and have positive self-esteem. They develop a love of learning, are **resilient** and enjoy learning, including from their mistakes. They have **courage** in everyday situations, even when they feel unsure, and are a positive role model for our school community. Our **passionate** children stand up for what is right, are open minded and try their hardest in everything that they do. Whilst at East Markham, learners develop a growth mindset and are **empathetic**, considerate and respectful of others, living things and the environment.

This plan will be made available online on the school website, and paper copies are available upon request, in larger font sizes if required.

Our school is 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 via Nottinghamshire Local Authority to develop and implement this 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, including staff, governors and pupil representatives through our TEAMs assemblies.

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.

East Markham Primary School - Action Plan 2023-2025

Target	Strategies	Responsibility & Implementation	Timescale	Success criteria
1. To increase access to the curriculum for pupils identified with a SEND and/or a disability	To ensure classroom practice promotes the participation and independence of all pupils.	SENDCo to audit and monitor using Notts County Council 'Inclusive Quality First Teaching: audit tools for classroom use.'	July 2023	A clear range of strategies that support personalisation of provision and promote high quality teaching will be evident.
	Staff training focusing on how to identify specific barriers, and set clear targets in order to ensure appropriate provision.	SENDCo and Co-Head Teachers to deliver or broker training via SFSS, Educational Psychologists and/or other quality approved training sources.	Ongoing in response to identified needs.	Staff will feel confident in their inclusive approaches. Children identified with SEND and /or a disability will make progress in line with their non-SEND or non-disabled peers.
2. Improve and maintain access to the physical environment	To ensure all facilities can be accessed equitably.	SENDCo, Co-Head Teachers and Governors to complete audit of: <ul style="list-style-type: none"> learning aids and strategies access to all facilities for both children and adults Following audit, the Headteachers will introduce additional measures if needed. They will seek advice from appropriate agencies and implement training where deemed necessary.	Between 2023 - 2025	All areas of the school environment will be usable by as many people as possible.
3. Improve the delivery of information to pupils and adults with	To make use of LA services to provide written materials in alternative formats as necessary.	SENDCo and Office Manager to arrange coordination and distribution of materials.	Ongoing in response to identified needs.	Pupils will have fully inclusive access to the curriculum.

SEND and/or a disability	An agreed system of picture symbols introduced and used throughout school.	Co-Head Teachers and all staff.	Autumn 2023	Parent / carers will have a fully inclusive access to school events.
	A range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role play.	Class teachers and TAs.	Ongoing in response to identified needs.	Parent / carers will have a better understanding of key initiatives, policies and statutory requirements.
	Information sent from school made even clearer by use of pictures and diagrams.	Co-Head Teachers, Office Manager, Class teachers and TAs.	Ongoing in response to identified needs.	
	Organise regular meetings for to share key information around new initiatives, major policies and statutory requirements.	Co-Head Teachers, Phase Leaders, Class teachers.	Ongoing, as required.	

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and ratified by the governing body and the Co-Head Teachers.

Links with Other Policies

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

- Anti-Bullying Policy
- Behaviour Policy
- EMPS SEND Local Offer
- Equality Policy
- Health and Safety Policy
- Medical Policy
- School Risk Assessments
- SEND Policy
- Whole School Child Protection Policy