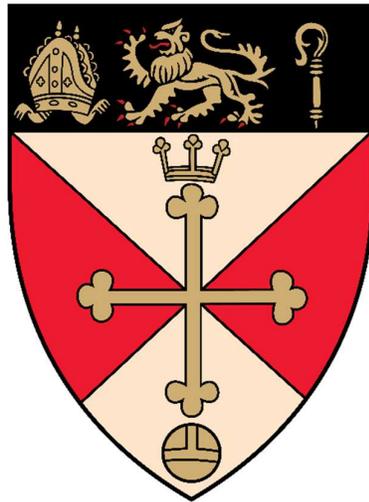


Accessibility Plan

Malmesbury School



Approved by:	Brett Jouny (Headteacher) and Sue Poolman (SEND Governor)	Date: 11/10/2022
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Last reviewed on:	October 2022
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Next review due by:	September 2025 (or earlier if necessary)
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Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	9
5. Links with other policies	9

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

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.

Vision and Values

At Malmesbury School we pride ourselves on our support and provision for students with Special Educational Needs and Disabilities (SEND). Students are at the heart of all we do and we strive to ensure all students are happy and safe at school.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all our students.

We value the contribution every student makes and we welcome the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities.

Our 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, including students, parents, staff and governors of the school.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p> <p>(See our SEND Curriculum Offer for more specific information)</p>	<ul style="list-style-type: none"> • Our school offers a highly differentiated curriculum for all students – student voice and students’ needs are at the heart of all we do • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with visible and invisible disabilities • Curriculum progress is monitored closely for all students, including those with a disability 	<ul style="list-style-type: none"> • All staff understand SEND is a whole school responsibility • Provision for individual students is bespoke according to their individual needs • Bespoke provision for students discussed and agreed as part of our Graduated Approach. • For all staff to have access to high quality ongoing SEND CPD throughout the academic year. • Detailed Student Profiles (available on Class Charts) will 	<ul style="list-style-type: none"> • Student voice and student needs to be at the heart of all we do. • Parents/Carers to be fully involved in the decision making of provision for students with SEND. • Deputy SENDCo to lead termly SEND Champions meetings with the view to ensuring all staff feel fully supported in their understanding of SEND and teaching/support of students with SEND. 	<ul style="list-style-type: none"> • Every member of staff in school is responsible for students with SEND • SENDCo to oversee whole school support and provision for SEND students (SENDCo line managed by headteacher) 	<ul style="list-style-type: none"> • Ongoing monitoring and ongoing improvements • Success to be monitored and discussed through: individual student’s Annual Reviews/SEND Reviews, Senior Curriculum Leader meetings, Raising Standards meetings, Faculty meetings, SENDCo’s line management meetings with 	<ul style="list-style-type: none"> • Students with SEND needs will feel happy and safe in school. They will feel confident talking to key staff and they will feel listened to and understood. • Parents/Carers will be fully involved in the decision making regarding provision as part of review meetings and our Graduated Approach. • Students’ needs will be met through high quality teaching and in the fully inclusive

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	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all students • Our Key Stage 4 curriculum offers a wide range of vocational courses • For all students withdrawn from Modern Foreign Languages (MFL) in order to receive intensive literacy interventions to receive a bespoke languages' lesson ('A Taste of Languages') taught by a specialist languages teacher. 	<p>continue to be updated.</p> <ul style="list-style-type: none"> • For every faculty in school to have a 'SEND Champion' • Students with confirmed Access Arrangements will receive face to face training on how to use their entitlements from our Deputy SENDCos. Resources available on our school website for students and parents to access. 	<ul style="list-style-type: none"> • Learning Walks (by Senior Curriculum Leaders, Senior Pastoral Leaders, SENDCo/Deputy SENDCos, Senior Leadership Team to establish strengths and areas for improvement. • Areas of improvement to be identified and staff to be supported accordingly. 		<p>the Headteacher, Learning Support Faculty Review, Governors.</p>	<p>classroom environment</p> <ul style="list-style-type: none"> • Students accessing a bespoke timetable will make progress (academically and emotionally) and will feel a sense of achievement. • All staff will feel confident understanding students' needs and will know how best to support them.

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	<ul style="list-style-type: none"> For all students and parents to have understanding of Access Arrangements. 					
Improve and maintain access to the physical environment	<p>We are fortunate to have a school building that enables students to have excellent access to the physical environment.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Two lifts Wide corridors Disabled parking bays Disabled toilets and changing facilities Colour coded plaques mounted onto walls to help students with Visual 	<ul style="list-style-type: none"> For all staff to be aware of students with physical needs e.g. students needing to use the lift and students with a PEEP. For external specialist advisors to support individual students and school staff so that the school building is as accessible as possible. For all classrooms to have at least one wheelchair accessible table. 	<ul style="list-style-type: none"> Student Profiles on Class Charts to detail students' needs and strategies to support them. SENDCo and team to liaise with students, parents and external specialist advisors to ensure all students are safe and able to fully access the school environment. 	<ul style="list-style-type: none"> Every member of staff in school is responsible for students with SEND SENDCo to take overall responsibility with the support of Deputy SENDCos and Lead TA for Physical/Medical needs. SENDCo to report directly to the Headteacher. Bursar to liaise with G4S regarding any proposed changes/adjustments to the school building. 	<ul style="list-style-type: none"> Ongoing. All PEEPS for 2022-2023 have been written in conjunction with students and parents; copies have been sent home. All staff are aware of students with a PEEP and have access to details on Class Charts. Dates for actions depends on individual 	<ul style="list-style-type: none"> Students, parents and staff with physical needs will be safe in school and able to access the physical environment with confidence. Students' needs will be known to all staff. Students, parents, staff and any visitors to the school will be able to access the school building.

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	<p>Impairments (VI) know where they are in school</p> <ul style="list-style-type: none"> • Library shelves at wheelchair-accessible height • Rise and fall tables • Personal Emergency Evacuation Plans (PEEP) written for students with physical disabilities • Additional support from external specialist advisors (according to the needs of the individual student) 	<ul style="list-style-type: none"> • For rise and fall tables to be placed in classrooms used by wheelchair users. • For the automatic door by the PE office to be mended (this is the only door enabling a wheelchair user to access the school site independently). 			<p>students' needs and review meetings.</p> <ul style="list-style-type: none"> • The automatic door by the PE office needs to be mended as soon as possible. 	
<p>Improve the delivery of information to students 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"> • Signage 	<ul style="list-style-type: none"> • For all students and parents/carers to be able to fully access information in the best way for them. • For students' needs to be monitored carefully by all staff involved with them. 	<ul style="list-style-type: none"> • Student Profiles on Class Charts to detail students' needs and strategies to support them. • SENDCo and team to liaise with students, parents 	<ul style="list-style-type: none"> • Every member of staff in school is responsible for students with SEND • SENDCo to take overall responsibility with the support of Deputy SENDCos and other members of 	<ul style="list-style-type: none"> • Ongoing. • Dates for actions depends on individual students' needs and 	<p>Students, parents and staff with disabilities will be able to access all information.</p>

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	<ul style="list-style-type: none"> • Large print resources • Coloured paper • Braille • Dual coding (using symbols to support understanding of the written word) • Reading pens • Use of laptops • Face to face training for Access Arrangements plus information available on our website 	<p>Provision to be adjusted to include additional support/technology if necessary.</p>	<p>and external specialist advisors to ensure all students are able to access all information.</p> <ul style="list-style-type: none"> • SENDCo/Learning Support team/other members of staff to call parents if we feel this is a better way for them to receive information. • School staff to further improve communication with parents by starting coffee mornings (each session to focus on a specific need e.g. transition, anxiety, autism, dyslexia etc). 	<p>staff. SENDCo to report directly to the Headteacher.</p> <ul style="list-style-type: none"> • Bursar to liaise with G4S regarding any proposed changes/adjustments to the school building e.g. signage. 	<p>review meetings.</p>	

4. 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 headteacher and SEND governor.

5. Links with other policies

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

- Access Arrangements Policy
- Health and safety Policy
- Equality objectives 2020-2024
- SEND Information Report
- SEND and Learning Difficulties Policy