



Malmesbury C of E Primary School

Company Number 08483768

“Growing together in wisdom and love; discovering life in all its fullness.”

Accessibility Plan

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Malmesbury C of E Primary School

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Introduction

At Malmesbury Primary School we are committed to our vision statement “Growing together in wisdom and love; discovering life in all its fullness.” The emphasis on togetherness is deeply inclusive, as are our school values of Love, Respect, Courage, Creativity, Kindness and Independence.

Malmesbury Primary School is a welcoming and stimulating learning environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best and to become independent learners. We believe that children should feel happy, safe and valued so that they gain respectful, caring attitudes. Access for all, to every aspect of learning, underpins the implementation of our vision and values. We are committed to giving all of our children every opportunity to achieve and we do this by offering a broad and balanced curriculum while maintaining high expectations for all.

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Malmesbury Primary School the Plan will be monitored by the Head Teacher and evaluated by the Premises Committee. The current plan will be appended to this document.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. These include:

- girls and boys
- minority and ethnic faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- more able children
- children who are vulnerable

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

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.

Information from pupil data and school access audit

Malmesbury Primary School benefits from being a modern building (built 2008) which complies with all relevant disabled access legislation. Every year there is a full Health and Safety inspection conducted by staff, governors and outside professionals.

Transport access

Two disabled parking spaces are provided.

Access to the school carpark is restricted to staff and those with a disability.

There are no issues with transport access for the disabled.

General Circulation

Corridors and doors are wide and allow full wheelchair access to all parts of the building.

The main door access is too high to be reached by wheel chair users but this is necessary in order to prevent young children being able to let themselves out.

There is an easily accessible first aid room, adjoining the downstairs disabled toilet facilities.

Playgrounds

Most of our play grounds are on a single level with good disabled access to all parts. Only the field is on a different level, but ramps and gently sloping paths exist to enable access to all areas when needed.

Classrooms

All classrooms have level access to the corridors. Downstairs there is level access to the outside environment. Rooms are sufficiently spacious to allow circulation of wheel chairs when necessary. Disabled children have individual risk assessments to identify procedures necessary.

Facilities

- There is a lift to the first floor, which is suitable for the disabled, including wheelchair users.
- Ramps are not needed either in the building or outside, where paths slope gently.
- Disabled toilet facilities are provided on both floors. There is also a shower on the ground floor.
- Handrails are provided on stairs and in disabled toilets.
- There are two wide staircases.
- Visual Contrast is achieved by having dark blue carpeting throughout the school.
- Lighting is clear and bright in all areas. Lights in many rooms switch on and off automatically, especially those where there is no window.
- Communication systems: There is a school-wide tannoy system operated from the office. This can be used to convey messages rapidly in an emergency. Emergency communication systems are in place in the lift, entrance foyer and disabled toilets. All classrooms are linked to the main office by a telephone system.
- The acoustic environment is good due to large amounts of soft furnishing and display materials.
- Management and Maintenance are conducted by professional staff. A site manager is employed part time and a handyman 0.15 FTE. These staff work with a site maintenance company. Cleaning is outsourced.
- Additional rooms in the former Childrens' Centre building have been adapted into extra educational spaces for learning.

Curriculum

All aspects of the curriculum are accessible to disabled children. Certain sporting activities such as swimming and tennis are limited by short term injuries, but children with long term disabilities have

individual care plans which identify extra measures which are taken to enable them to access all areas of the curriculum and all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

We currently have a range of children of all backgrounds, needs and abilities here at Malmesbury Primary School. These include:

- Asthma
- Eczema
- Hearing Impairment
- Visual Impairment
- Physical impairments
- ADHD
- ASD
- Allergies
- Speech and Language needs
- Pupils with developmental delay
- Epilepsy
- Haemophilia

We collect information from the Early Years settings so that we are prepared for children when they arrive in school and transition plans are started from Easter each year.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Accessibility Action Plan

The main priorities in the school's plan

In order to achieve our aims and support our inclusion principles, Malmesbury Primary School will focus holistically on:

- **Access to Curriculum**
To increase access to the curriculum for pupils with a disability, taking an ongoing approach to adapting the curriculum as necessary. This includes 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 (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- **Access to Environment**
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;
- **Access to Information**
Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and

information about the school and school events; 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.

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.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority and the Accessibility Plan will be monitored through the Governors Premises Committee.
- We work closely with parents to consider their children's needs.
- The policy is reviewed every 3 years and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENDCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head Teacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist support and advice.
- The Head Teacher SENDCo have an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.

Accessibility Action Plan			
Targets	Strategies	Outcomes	Timescale
Maintenance of the existing buildings in good condition to preserve high level of disability access.	Ongoing budget prioritisation of maintenance. Working with educational site maintenance specialists.	Site continues to be kept in good, safe condition, confirmed by annual H&S inspection.	Yearly
Implement additional access point to grounds via level footpath, providing walking route for a large proportion of our families.	Work with Persimmon developer on construction of new access point, fencing and gates.	Path in use by large numbers of people, including disabled users. Less pressure on carpark by all users, improving accessibility for the disabled.	September 2023
Work with architects to review school access, and to design an enlargement of the school built to exemplary disability access standards.	Current public consultation on school expansion project in collaboration with James Dyson Foundation.	School expands to accommodate 610 pupils. New buildings have exemplary disabled access. Re-design of site circulation enables improved disabled access to all areas.	September 2027
Maintain the excellent work on access to the environment.	Continually review access arrangements and liaise with stakeholders over possible improvements.	School maintains existing access facilities and continues to adapt the site to the needs of its users.	ongoing

The school has recently received the Dyslexia Friendly Schools Award following a lot of work improving access to information. Changes made to give access to the curriculum depend on individual children's needs, and these are met as a matter of course as they progress through the school.

Reviewing the Policy

This policy will be reviewed every 3 years.

This policy should be read in conjunction with the following school policies:

SEND Policy and SEND Offer Statement
Health and Safety Policy

Equality Impact Assessment: Accessibility Plan

Public authorities are required to have due regard to impacts on equality when making decisions in the exercise of their functions under the Public Sector Equality Duty (PSED), as set out in section 149 of the Equality Act 2010. This document records the analysis undertaken by the Governors of Malmesbury Primary School in discharging this duty in relation to the decision of the impact of the proposed donation of £6 million in order that an additional seven classrooms, hall and STEAM facilities can be built on the site, increasing the size of the school to three form entry.

The PSED requires public authorities to have due regard to the need to:

- 1) eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- 2) advance equality of opportunity between people who share a protected characteristic and those who do not; and
- 3) foster good relations between people who share a protected characteristic and those who do not.

These aims are also known as the three limbs of the PSED.

The Equality Act 2010 identifies the following as protected characteristics for the purpose of the PSED:

- age
- disability
- gender reassignment
- pregnancy and maternity
- ethnicity
- religion or belief
- gender
- sexual orientation

This Equality Impact Assessment ('EIA') has been developed with a view to identifying positive or negative impacts on persons with protected characteristics, as compared with those who do not share that protected characteristic.

Introduction

Malmesbury Primary School's Accessibility Plan is a key tool for having a positive impact on equalities. This evaluation specifies how it will work to achieve this.

Malmesbury Primary School serves the Malmesbury Urban area. It caters for children from Early Years Foundation Stage (EYFS) to Year 6 and has a two-form entry, with a Published Admission Number (PAN) of 60 students and a net capacity of 420.

The school ethos is summed up in the statement, '*Growing together in wisdom and love; discovering life in all its fullness*'.

Analysis of impacts

The table below summarises the main areas in which impact is intended:

Protected characteristic	Positive impact	Negative impact	Neutral/ No impact
Age			X
Disability	X		
Marriage or civil partnership			X
Pregnancy and maternity			X
Gender reassignment			X
Sexual orientation			X
Gender	X		
Ethnicity			X
Religion or belief			X

Disability

In total, 15.5% of children in the school are on the SEN register compared to the national average of 15.9%, and 4.1 % have an Education Health Care Plan (EHCP) issued or pending compared to the national average of 3.7%.

Whilst Special Educational Need (SEN) is not a protected characteristic and cannot be used as a direct proxy for disability, we do collect data on the primary need for SEN pupils, which gives good evidence to suggest that there is a large level of overlap between disability and SEN. The SEN framework covers disabled children where the facilities prevent or hinder disabled students from making use of facilities that are generally provided, and they require special educational provision that is something additional or different from provision made generally for others of the same age.

The plan focuses on maintaining and improving accessibility to the school's facilities. This is crucial to the school being able to accommodate a wide variety of disabilities. We currently educate children with a variety needs in the areas of: of physical disability, visual impairment, hearing impairment, as well as sensory and social / emotional needs. The environment is adapted as necessary for these children, enabling access to all areas and also creating specialist spaces for withdrawal and individualised learning where necessary.

The proposed school expansion will create an opportunity to further improve these facilities. The school will work closely with architects to achieve this. New buildings delivered through the project will be required to comply with building regulations and departmental standards to ensure they are accessible for staff and pupils with disabilities. This will have a substantial positive impact on equality of opportunity as older buildings, such as the current school building at 15 years old, may provide accessibility challenges due to older building guidelines. Pupils with SEN and disabilities will benefit from improvements to mainstream schools.

Gender

The proposed school expansion will include classrooms specifically for teaching STEAM subjects and will involve a teaching partnership with Dyson. It is intended that this will have a positive impact on girls' attitudes towards these subject areas. There is significant evidence to suggest that children under the age

of 14 already have a fixed idea of what careers they will want to pursue. This is particularly concerning if students have not had an opportunity to take part in engaging STEAM activities or may not understand what possible career options are available to them. This is particularly key for female students, who are significantly underrepresented in STEAM subjects, particularly in Engineering and Physical Sciences. The opportunity for female students to work with female engineers and 'see themselves' in those experts will encourage female students into pursuing a career within STEAM.

Other protected Characteristics

The plans will have an equal impact on all children and staff regardless of age, ethnicity, religion / belief, marriage or civil partnership, sexual orientation, gender reassignment, and pregnancy and maternity.

Monitor and review

The Public Sector Equality Duty is a continuing duty, and the public authority is required to keep the equalities impacts of a policy proposal under review. Accordingly, the impact on equalities will be reviewed regularly following an analysis of relevant data.

S. Heal January 2024

Policy adoption

Signed
Steve Heal
(Headteacher):



Date: March 2023

Signed
Laurence Mussett
(Chair of Governors):



Date: March 2023

