



THE MARIST SCHOOL

School DfE No: 868/6013

Accessibility Plan - Pt 3, 0

**Excellence as a habit not an action.
Excellence in who we are; Excellence in what we do;
Excellence in our service of others.**

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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 school mission statement 'Living Life in all its Fullness' seeks to realise the unique potential of each student rooted in our core Marist values: Simplicity, Love of Work, Presence, Family spirit and in Mary's Way. We aim to achieve our mission through our vision of 'Excellence'. For us 'Excellence' is a habit and not an action. Excellence in who we are, in what we do and in our service of others.

The purpose of this plan is to show how The Marist School intends, over time, to increase the accessibility of our school for all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community thus encompassing our desire for excellence and enabling all to live life in all its fullness by ensuring that our curriculum, provision of information and physical environment is accessible to all.

The 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.

Our school's Complaints Policy and 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 pupils, 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 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.

3. Action plan

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

TARGETS	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improved accessibility to the curriculum	Regular reviews of children’s access to curriculum (including students with SEND)	All staff	Ongoing	All pupils to have access to a broad and balanced curriculum; barriers to learning and participation are removed.
	Observations carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.	Heads of Department, SLT and Head of Learning Support (SENDCo)	Ongoing	
	Liaising with external professionals e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	SLT and Head of Learning Support (SENDCo)	Ongoing	

TARGETS	STRATEGIES	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improved accessibility to out of school activities such as trips and visits	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability.</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	<p>Trip Leaders and Head of Learning Support (SENDCo)</p> <p>Trip Leaders and Head of Learning Support (SENDCo)</p> <p>External providers of out-of-school education and activities will comply with legislation to ensure needs of all children are met.</p>	When necessary	All pupils to be able to access school trips and visits
Improve and maintain access to the physical environment	Review of the physical environment as required.	Bursar & Facilities Co-ordinator	Ongoing	The school building and grounds are accessible for all children and adults.
Appropriate provision of information to students	Ensure examination and class materials are modified in line with student needs and disabilities.	All staff, Exams Officer, and Head of Learning Support (SENDCo)	Ongoing	Students are able to access materials



4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Governing Body, the Education Committee and the Principal.

It will be approved by Governing Body and the Principal.

5. Links with other policies

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

- Risk Assessment policy
- Health and Safety Policy
- Special educational needs (SEN) information report
- SEND policy

Signed:

A handwritten signature in black ink that reads "Dr M Stephen". The letters are cursive and somewhat stylized.

**Dr M Stephen
Chair of Governors**

A handwritten signature in black ink that reads "Jo T. Smith". The signature is written in a cursive style.

**Jo Smith
Principal**