

Marlborough Primary Academy

ACCESSIBILITY PLAN



Updated February 2025

Contents

1. [Aims](#)
2. [Legislation and guidance](#)
3. [Monitoring arrangements](#)
4. [Links with other policies](#)
5. [Action plan](#)

Appendix 1: Accessibility audit

Approved by:	Awaiting approval from Governors
Date:	Feb 2025
Last reviewed on:	N/A
Next review due by:	February 2028

1. Aims

Purpose of Plan

The purpose of this plan is to show how Marlborough Primary Academy intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key 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. At Marlborough Primary Academy, we strive to ensure that all children are fully included within the school community, can access a broad and balanced curriculum, which is accessible and exciting to them, and can reach their individual potential as learners.

Our first layer of support is the high-quality teaching we deliver. Every child is expected to make progress and teaching methods will be adjusted to ensure that they do well. We also build in regular meetings between teachers and senior leadership to monitor progress and intervene with early intervention where required. This includes regular monitoring of the progress made across the curriculum as well as elements of social and emotional wellbeing and mental health.

We also have a clear school ethos, developed with support from our children, so that everyone at school has a shared set of goals and behaviours and that we build a culture of acceptance and empathy. Our treat values are – Trust, Respect, Equality, Ambition and Togetherness. This will inform our high-quality teaching, pastoral approach and our expectations for every child and thereby support everyone to achieve their full potential.

The plan will be made available online on the school website, and paper copies are available upon request. At Marlborough Primary we are committed to ensuring staff are aware of 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. We work within guidance from Plymouth local authority, Plymouth Children's Safeguarding Board, and other schools within and outside of Plymouth. The Plymouth Excellence Cluster (PEC) Multi-Agency Support Team also support our children to access learning where there may be significant barriers to learning or engagement. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors, children, staff and parents.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. 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 the local governing body.

4. Links with other policies

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

- Health and safety policy
- Special educational needs (SEN) information report and policy statement
- Administering Medicines Policy
- Equality and Diversity Policy
- Safeguarding and child protection policy
- Behaviour Policy
- Anti-Bullying Policy
- Exclusion Policy

If you have any queries that this Accessibility Plan has not addressed or you would like a copy of this document; please contact the Executive Head teacher – Mrs. Steph Macdonald, or SENCo – Mr. Andrew Dore (Tel:01752 567681), who will be happy to help.