

MAYBURY PRIMARY SCHOOL

Accessibility Scheme 2022-2025



engage enrich excel academies



Maybury Primary School

Accessibility Plan 2022 – 2025

Mission

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision statement

Believe. Achieve. Succeed.

At Maybury Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with all relevant stakeholders of the school and covers the period from Sept 2022 – Sept 2025. It should be read in conjunction with our school's Equality and Diversity policy.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.


We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality, Diversity and Inclusion.
- Improve 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.


Inclusion, Equality and Diversity Statement:

We are strongly committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers within our school community. We believe that diversity is a strength to be celebrated and we actively promote positive representations and models of race, ethnicity, gender, disability and religion. Our school ethos is underpinned by a culture of inclusion in which all those connected to the school feel valued and proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, by challenging bullying and stereotypes and creating an environment which champions respect for all.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
 Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	Annually.	<p>September 2023</p> <p>Shared at Governors meetings each Autumn term with new updates listed.</p> <p>September 2024 SEND presentation to governors was delivered during the Summer term 2024 detailing and highlighting current SEND challenges locally and nationally and how the school is responding to these</p>
Training to raise awareness of equality and disability issues	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to access.	<p>Training to be ongoing.</p> <p>Staff, parent and pupil questionnaires to seek the views of all on how equality and diversity goals are promoted throughout the school</p>	<p>September 2022</p> <p>This continues to be a focus for all staff in terms of all areas of access including equal opportunities/representation and access to curriculum as well as the physical environment</p> <p>Pupil voice is encouraged in all school decisions and we aim at all times to have diverse representation on decision making bodies (school council/staff and governance as well as other stakeholders)</p> <p>Since the last review we have introduced new uniform guidelines in order that our uniforms are no longer gender specific</p> <p>In choosing key texts throughout the school we have paid particular attention to the inclusion of protected</p>


				<p>characteristics. This is also a consideration in use of in class materials and resources, library books and displays</p> <p>September 2023 Since the last review we have focused on developing adaptive teaching approaches across the curriculum which enable all pupils to access learning appropriate to their own individual needs.</p> <p>We are continuing to develop Total communication environments in all classrooms using a range of visual and practical scaffolds to aid children's understanding and use of language.</p> <p>September 2024</p> <p>In recognition of the continuing requirement for significantly adapted learning environments we have set up a secure SEND learning base called The Reef which is fully staffed and offers high quality personalised curriculum to each of the children attending.</p> <p>These are generally children who have been approved for and are awaiting specialist placements from the local authority</p> <p>We are working closely alongside our specialist colleagues and Outreach to ensure we continue to provide children with the most accessible learning environment</p>
Review curriculum and other relevant policies for evidence of how staff provides access in all areas to all pupils.	Review policies with staff and stakeholders	Policies reflect adherence to current legislation.	Policies to be regularly reviewed on an annual or biannual basis	<p>September 2022</p> <p>All policies are on a regular cycle of review and reflect current research, viewpoints and legislation</p> <p>Sept 2023</p> <p>We are in the process of</p>

				<p>embedding our new curriculum and detailed knowledge organisers have been developed for all subject areas which help children to know and understand their learning journey and to make links between areas of their knowledge and experience.</p> <p>Class teachers use a range of strategies to reactivate prior learning such as Flashback 4 and recap opportunities. Modelling is a key part of the lesson structure and there are clear opportunities for pupils to learn independently and to be challenged at appropriate levels throughout the lesson</p>
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Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Physical Environment</p>				
<p>Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.</p>	<p>SEN staff to audit accessibility of school buildings and grounds.</p> <p>Target areas for improvement in an action plan</p>	<p>Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.</p>	<p>To be reviewed annually</p>	<p>September 2022</p> <p>All areas of the school continue to be easily accessible to all adults and pupils.</p> <p>Regular assessment of areas takes place to ensure health and safety as well as access requirements are met fully.</p> <p>Children are able to access a number of physical and sensory activities in the main playground and nursery</p> <p>September 2023</p> <p>The school premises remain accessible to all pupils. Some pupils may struggle with sensory aspects of the environment. Specific provision can be made for them through use of appropriate resources or quiet play areas. We are also running well being</p>

				<p>clubs during breaktimes for pupils who struggle with the playground environment due to sensory or social needs.</p> <p>September 2024</p> <p>Staff are confident in adapting the curriculum to target individual needs and this approach also allows pupils to remain in class alongside peers with support and opportunities for independent learning as well as challenge. Staff have high expectations of all pupils.</p>
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility	Any new construction will be fully accessible	Long Term Until any new construction begins.	<p>September 2022</p> <p>Play areas and play equipment has been provided and updated as required to ensure the resources are accessible to all children.</p> <p>September 2023</p> <p>Nursery outside classroom has been refurbished with fixed equipment which enables all pupils to access resources to develop physical skills.</p> <p>No other new building has been carried out at this point and the school remains physically accessible to all pupils, staff and visitors.</p> <p>September 2024</p> <p>We have looked at physical accessibility for children with increased vulnerabilities such as those in The Reef classroom and</p>

				considered ways to keep this environment secure yet accessible. This has required some work to the arrangement of door handles and consideration of any potential risks through misuse of resources or equipment. This has required individual risk assessments for some pupils and these are under frequent review
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Targets	Strategies	Outcome	Timeframe	Goals Achieved
 <p>Curriculum</p>				
Continue training for teachers and support staff on different aspects of SEND when required.	<p>Review the needs of children with specific issues as required</p> <p>provide all relevant training in liaison with partner agencies</p> <p>Embed pathway planning progress showing how individual needs are addressed.</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>We recognise that this is an ongoing process, and that needs and expertise will change with time</p>	Ongoing.	<p>September 2022</p> <p>Regular SEND focus meetings are held each term with every class teacher to discuss the needs of individual pupils</p> <p>The school promotes quality first teaching and teachers are encouraged to be reflective and responsive to individual needs.</p> <p>The school utilises and accesses a range of specialist outside support</p> <p>Regular face to face and remote training opportunities are strategically planned to enhance and develop skills and expertise</p> <p>There are regular invitations for staff to engage in out of school CPD run by the Local Authority and the Surrey Skills Academy. Some staff have taken advantage of this to complete NVQ level 2 qualifications in SEND</p>

				<p>related areas.</p> <p>September 2023</p> <p>We have had an INSET morning on supporting pupils with ADHD and attention difficulties and a staff training session on Rosenshine's principles which has supported our drive toward adaptive teaching and learning approaches. There are increasing numbers of Early Years high need SEND and training is being offered through SALT and STIPS services which will be accessed over the next year to increase staff confidence and expertise in delivering key interventions</p> <p>September 2024</p> <p>Staff training on Ordinarily Available Provision ensures that inclusion is at the heart of everything we do rather than being an 'add on' We recognise that sensory needs can play a huge role in dysregulation and impeding access to learning. Staff have had further training on dyslexia and adaptations. Key staff have had bespoke training on PECS, TEACCH and autism friendly approaches delivered by our specialist colleagues (EP and Freemantles Outreach)</p>
All out-of-school activities are planned to ensure the participation of all pupils.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that	Reviewed annually. On going.	<p>September 2022</p> <p>Enrichment and extra-curricular activities prioritise vulnerable groups to ensure they have opportunities to participate</p>

	<p>Carry out pre visit checks in order to ensure individual needs can be met. (record on school risk assessments)</p> <p>Ensure sufficient staff ratios including 1.1 support where necessary for pupils with high level of need.</p>	<p>comply with all current and future legislative requirements</p>	<p>in activities which they may not otherwise have access to. This is regularly monitored to measure impact through Pupil Premium reviews and progress meetings</p> <p>September 2023 All school activities are inclusive and all pupils are enabled to participate with reasonable adjustments made as necessary. This year we have taken part in a Rotary Fun Day which enabled SEND and DAP pupils to engage in out of school enrichment activities with their parents</p> <p>September 2024 All out of school activities are designed to meet the overall needs of all pupils and provide additional curriculum opportunities. Risk assessments and pre-visits are always carried out</p> <p>Where children are not following the class curriculum or where this is not appropriate for their needs alternative enrichment opportunities are offered which are in line with their understanding and developmental needs level</p> <p>This year we have again participated in the Rotary Fun day as last year</p>
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Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary)	<p>Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>All pupils will be enabled to be as independent as possible in the school environment.</p>	On going.	<p>September 2022</p> <p>Since the start of the COVID pandemic there has been significant investment in the online learning offer with children having access to good quality hardware and software opportunities. Vulnerable groups have been closely monitored to ensure equality of opportunity for all pupils. Quality first and adaptive teaching supported by a range of research based effective interventions and targeted programmes is embedded across the school enabling all to achieve optimum progress</p> <p>Physical classroom environments are planned to meet the needs of individuals in the class.. This includes the provision of quiet areas and personal work stations where these may help children to focus</p> <p>September 2023</p> <p>We continue to embed total communication and adaptive learning environments in order to promote access and achievement for all pupils. Interventions are highly targeted across year groups and key stages to ensure all children have access to support . We have an increasing number of pupils joining the school after KS1 who may not have previously had access to interventions. Targeted class based interventions are effective in meeting very specific needs of small groups of pupils. Staff are well trained and confident</p>

				in intervention delivery
Access arrangements to meet individual needs when taking tests etc will be applied for and support provided when required.	Inclusion Leader and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed	On going.	<p>September 2022 Access arrangements have been applied for and provided where appropriate. Formal assessment continues to take place at specific stages for all pupils and additional assessments where required to evidence individual need.</p> <p>September 2023 Pupils progress is monitored throughout the year with evidence gathered to support any requests for access or additional support arrangements.</p> <p>September 2024 Adaptive learning environments are embedded and staff are confident in meeting the needs of all children. Support staff are well utilised and trained to deliver specific support programmes. When required children are given additional supports in national tests such as additional time, scribe or reader This year we did not deliver the KS1 SATS as these are no longer compulsory We assess children formatively and summatively across the year meaning that we are well aware of learning levels and any potential unmet needs.</p>
Targets	Strategies	Outcome	Timeframe	Goals Achieved

 <p>Written/other information</p>				
<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary</p> <p>Availability of other written material in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes</p>	<p>Policies are under cyclical review annually</p>	<p>September 2022 alternative formats available on request including large print</p> <p>The school utilises a range of online resources and APPs in order to support communication where this is necessary</p> <p>In addition the school can offer information verbally if this is appropriate</p> <p>September 2023.</p> <p>The school continues to make use of all available resources in order to support communication with parents and carers.</p> <p>September 2024</p> <p>The school continues to make use of all available resources in order to support communication with parents and carers.</p>
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by the HSLW and bilingual staff for key information for EAL families</p>	<p>School information will be available for all.</p>	<p>Ongoing as needed</p>	<p>The school provides translation/reading services where possible</p> <p>Use of graphics is incorporated as appropriate to aid communication</p> <p>The school website includes a translation tool</p> <p>September 2023 The school makes use of a range of translation tools to aid communication .In addition, the</p>

				<p>school employs a number of bilingual staff</p> <p>September 2024</p> <p>The number of bilingual staff employed has increased and we now have support for translation for a greater number of languages</p> <p>We continue to receive support from our REMA colleagues on a buy in basis as required although this remains costly.</p>
<p>To continue improving communication for any hearing impaired member of the school community.</p>	<p>To consider use of soundfield systems if necessary</p> <p>Consider seating and access in all classrooms where hearing impaired pupils will be learning</p>	<p>Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.</p>	<p>Review annually</p>	<p>The school liaises regularly with the physical and sensory support service and specialist partner agencies to ensure the environment is accessible for individual needs.</p> <p>There is clear signage throughout the school and visual resources are used as a matter of routine to support learning</p> <p>Children with hearing impairment have a pupil learning profile card which identifies their particular requirements.</p> <p>The physical layout of the classroom will be considered when seating pupils who may have specific requirements around vision/hearing or other sensory requirements.</p> <p>September 2023</p> <p>Classrooms are using Total communication strategies to support the needs of pupils with additional sensory or language needs. This includes the use of visual cues/instructions, gesture and action. The children also enjoy learning basic Makaton signing as a regular feature of weekly assemblies in KS2.</p> <p>September 2024</p>

				We continue to use a wide range of communication aids across the school as previously listed
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