

Marjory Kinnon School

Accessibility Plan

March 2025



Marjory Kinnon School - Accessibility Plan

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Approval by the Health & Safety Committee: March 2025

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1. Context

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. Every child who joins Marjory Kinnon School will be welcomed and valued regardless of gender, race, belief, physical disability or learning difficulty.

This accessibility plan focuses on a wide range of disability associated with pupils whose primary need is Autistic Spectrum Condition (ASC).

At Marjory Kinnon School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the Accessibility Plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
3. Improving the availability of information to pupils with disabilities.

The Governing Body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

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Definition of Disability under the Equality Act 2010

You are defined as disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on your ability to do 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.

Development & Review

- The accessibility plan is guided by the principles and procedures in the school's Equality & Diversity Policy.
- The plan will be published on the school website and reviewed 3-yearly by the Governing Body to ensure it is effective.

2. Aims

Our aims are to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of information to pupils and Parents/Carers.
- Ensure staff are trained to meet the full range of pupils' needs.

The table below sets out how the school will achieve these aims.

3. Accessibility Plan – Key Recommendations

Aim	Current Good Practice <i>Include established practice & practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be Taken	Person Responsible	Date to Complete Actions By	Status
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	A pre-formal, semi-formal and formal curriculum model is being implemented to ensure pupils continue to make excellent progress towards challenging objectives	Ensure the effectiveness of the curriculum models. Update the Curriculum Provision Statement, policies and procedures to ensure curriculum is accessible to all learners	Headteacher	Reviewed at least annually	Annual review complete. Status ongoing.
Improve and maintain access to the physical environment	New building opened in March 2018 specifically designed to meet the needs of all learners	There are no access issues although there are plans to improve the sensory studios and outside play areas to improve provision.	Complete the planned improvements, review pupil access to ensure a positive impact on learning.	Chief Operating Officer	Summer 2019	Completed
Improve the delivery of information to pupils	A small number of pupils can read. Most pupils communicate using augmentative systems such as Makaton and PECS	Review the effectiveness of communication strategies across the school.	Complete the communication audit and update Teaching & Learning Policy so that all pupils improve their communication skills	Headteacher	Reviewed at least annually	Annual review complete. Status ongoing.
Provide Parents/Carers with disabilities with aids to access services to enable full involvement in their child's education	New building opened in March 2018 specifically designed to meet the needs of visitors with disabilities.	The school will make 'reasonable adjustments' to procedures and policies and provide Parents with aids to access school services.	Disability awareness training for staff. Establish aids to support parents with disabilities as required.	Chief Operating Officer	Summer 2019	Completed
Improve the delivery of communication to Parents/Carers	Information has been rolled-out to Parents via the website and Newsletter.	The school will review how information on accessibility adjustments is communicated to Parents.	Approve and publish Accessibility Plan.	Chief Operating Officer	Spring 2019	Completed
Ensure that staff are trained to meet the full range of pupils' needs			Full training for new staff includes a comprehensive INSET programme linked to SIP and appraisal targets. Annual/bi-annual update training for existing staff: <ul style="list-style-type: none"> • Medical conditions • Team Teach • Manual Handling • Specialist training linked to individual need. 	Headteacher	Reviewed at least annually	Annual review complete. Status ongoing.

4. Access Audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of Floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Premises Team and Cleaners	Ongoing
Corridor Access	Corridors are wide with storage space for parking wheelchairs and standing frames	Ensure pupil equipment does not block corridor	Class Teachers	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Chief Operating Officer	Ongoing
Parking Bays	Disabled parking bays marked	None required		Ongoing
Entrances	Automatic front doors, enclosed lobby	None required		Ongoing
Hoists	All rooms have hoists.	Ensure service every 6 months		Ongoing
Toilets	All hygiene areas have hoists. Toilets have disabled access and alarms.	Ensure service every 6 months		Ongoing
Reception Area	Accessible to wheelchair users	None required		Ongoing
Internal Signage	Large signs in place with braille on door signs	None required		Ongoing
Emergency Escape Routes	Fire evacuation plan in place. Two refuge points available on 1 st Floor. Personal Emergency Evacuation Procedures (PEEP) used as required.	Ensure weekly testing of system and maintenance		Ongoing