



Excalibur Academies Trust
May Park Primary Accessibility Plan
2021-2024

Date of approval	Vanetta Spence (awaiting ratification from LGB)
Approved by	29/12/2021
Review date	December 2024

Registered Office: Excalibur Academies Trust, Granham Hill, Marlborough SN8 4AX
Registered in England and Wales
Company number: 8146633



I. 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

May Park Primary School Equality Statement

May Park Primary School is part of Excalibur Academies Trust, as part the Trust the academy follows the Equality Policy of the Trust - <https://www.excalibur.org.uk/wp-content/uploads/2021/12/2021-Equalities-Statement-and-Strategy-Board-approved.pdf>

We believe the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Everyone in the Trust is of equal value and is entitled to equal opportunities in all aspects of life within it. Together we need to create an inclusive, empowering and positive culture that is free from discrimination. The Excalibur Academies Trust is committed to building a workforce which reflects diversity from the communities it serves and values the contributions from all staff from a wide range of different backgrounds.

The Trust actively seeks to promote an environment that is free from discrimination and harassment and where staff and students are encouraged to fulfil their full potential. Equality is fundamental to the philosophy of the Trust and is embedded in the values and behaviours we have at the core of the work of the Trust.

We recognise the individual value we all bring, treating each other with fairness and mutual respect, without tolerance for the rejection of difference. We will:

- Empower each other to build an inclusive environment where everyone can thrive
- Not accept bullying, harassment, victimisation and any form of unacceptable behaviour
- Support all individuals who raise concerns under this policy
- Make our policies inclusive and accessible
- Continue to educate ourselves and our students to fulfil our inclusion and diversity mission



- To develop, apply and evolve processes which support the Excalibur vision and values which do not discriminate in any form on the basis of a protected characteristic* and provides equal opportunities for all
- To stand up to behaviour which does not support this policy or the Equality Act 2010.

**Protected Characteristics include: Age, Disability, Gender Re-assignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.*

We see the promotion of equal opportunity for all members of our community as a vital part of our work. The aim of the organisation is to ensure that all members of its community have an equal chance to access and use the opportunities available to them. We consider that an atmosphere of respect and the acceptance of individual differences as an important part of each individual's identity are vital to a successful organisation.

In addition, The Trust commits to ensuring that all groups within its academies prosper, including - those with SEND, those with different abilities who have difficulties accessing the academy's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of academy (e.g children in care); who are carers; who come from homes with low income; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with needs for their emotional, mental and physical wellbeing; who exhibit challenging behaviours; who come from minority groups including travellers, refugees and asylum seekers.

All members of the academies in the Trust are expected to show respect and tolerance for each other; any form of unfair discrimination or inequity is unacceptable. It is an important part of the work of each academy to foster in all understanding and acceptance of others and of differences between individuals. Any form of discriminatory behaviour is unacceptable to the Trust.

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Our Accessibility 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.

The school supports any available partnerships to develop and implement the plan. Excalibur Academies Trust Special Educational Needs and Disability Policy can be found here <https://www.excalibur.org.uk/wp-content/uploads/2021/04/2021-SEND-policy-approved-by-Board-1-April-2021.pdf>

Our school's complaints 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. The procedure can be accessed here <https://www.excalibur.org.uk/wp-content/uploads/2020/07/2019.06-Excalibur-concerns-and-complaints-procedure.pdf>



Our action plan below includes arrangements for including a range of stakeholders in the subsequent developments 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 disabled pupil faces in comparison with non-disabled pupils. 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.



AIM	LINK TO ACADEMY IMPROVEMENT PRIORITIES	CURRENT PRACTICE	GOOD	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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Increase access to the curriculum for pupils with a disability	Curriculum	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability – under SEND • Attendance & Behaviour data is tracked for all pupils, including those with a disability – under SEND • Targets are set effectively and are appropriate for pupils with additional needs - SEND 	Identify pupils who may be a disabled person and ensure inclusion on SEND register.	SENDCO/ADMIN	Annually September 2021, 2022, 2023	Attendance at school of disabled pupils is at NA (96%) or rapidly approaching.
	Strengthening the Core		Ensure Curriculum resources include examples of people with disabilities	Teaching staff	Ongoing	FTE is below the NA.
	Progress		Review the curriculum to ensure it meets the needs of all pupils (see the Plan for Rapid Improvement – PRI)	SLT, MLT and Excalibur Trust	Ongoing	Disabled pupils fully participate in class. Teacher expectations for disabled pupils are high and the pupils are adequately challenged to achieve.
	Assessment		On review of the need at school provide CPD to help staff members improve their skills in working with disabled pupils, families and colleagues.	SLT	June 2022	Disability specific training in 2022-23 CPD calendar
	Data					
	Attendance					
	Behaviour					
	CPD					
Improve and maintain access	Safe and Well	The environment is adapted to the needs of	Audit the site accessibility.	NLV/VSP	May 2022	Cost action plan of improvements.



to the physical environment	Behaviour	<p>pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Wheelchair accessible desks are available if required. 	<p>Create costed 3yr action plan to improve the identification and clear marking of accessible routes</p> <p>Make clear at school entrances the accessible routes in and around the site. For example: use the accessibility logo.</p> <p>Work with disabled pupils to see if the woodland school area could be improved for their use, without reducing the character of the facility.</p> <p>Review the accessibility of the new Library for wheelchair-access</p>	<p>NLV/VSP</p> <p>NLV</p> <p>KPA</p> <p>NLV/VSP</p>	<p>July 2022</p> <p>Ongoing works (2022-2024)</p> <p>April 2023</p> <p>Dec 2023</p>	<p>Clear Accessibility Routes.</p> <p>Plan for improvements in Woodland and Library Accessibility</p>
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<p>Improve the delivery of information to pupils, parents and/or staff with a disability</p>	<p>Empowered Leadership</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Visual timetables <p>Should Braille be required we are able to work with our partner school Fairfield High School to provide appropriate materials.</p>	<p>Review the school website and web presence on social media to see if they can be made accessible to disabled stakeholders;</p> <p>Design annual questionnaire to gauge the views of disabled stakeholders so that they can feed into school improvement.</p> <p>Build a register of Disability advice organizations for support for stakeholders</p>	<p>TWA</p> <p>SWL & TWA</p> <p>TWA</p>	<p>July 2022</p> <p>Designed and completed in June 2022, June 2023 & June 2024</p> <p>December 2022</p>	<p>Annual Questionnaire in place and first conducted in 2022.</p> <p>Website has clear signposting for support for disabled stakeholders.</p> <p>Reviewed Accessibility Plan 2022 includes actions linked to stakeholder feedback.</p>
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary (i.e. change to the Academy Improvement Priorities).

It will be approved by Vanetta Spence (Principal) and Linked Governor for Equalities – Rachel Wilder.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Excalibur Academies Trust Equality information and objectives (public sector equality duty)
- MPP Equality Statement
- Special educational needs (SEN) information report
- MPP Child Protection Policy