Accessibility Plan

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Where children thrive and knowledge matters

This policy complies with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

The Board are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

According to the Equality Act 2010 a person has a disability if

a) He/she has a physical or mental impairment
b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities

Objectives of the Accessibility Plan:

Improve curriculum access

The curriculum will be adapted as necessary to ensure that all pupils are equally educated and prepared for life. This includes the broader curriculum including schools visits and after-school clubs.

Improve communication and written information

School information will be made available in preferred formats so that every member of the community has an equal opportunity to participate and flourish. At Martello we ensure letters that are sent home are as clear and concise as possible. If a parent is not able to read or reads English as a second language then a reader will be identified. In most cases this will be a designated relative from the family, a member of the local community or a school based professional. Parents are actively encouraged to seek assistance from the school to ensure a school/home relationship can flourish.

Improve and maintain access to the physical environment

The school environment and resources will be adapted if possible to ensure equality of access for all.

Improving curriculum access

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Teachers highly competent in differentiating the delivery of the curriculum.	Audit of staff training requirements and CPD programme implemented to continually strengthen practice.	Staff meeting time.	Head of School/ Executive Principal (EP)	Ongoing	All teaching and support staff are able to more fully meet the requirements of the needs of pupils with disabilities. Every pupil flourishing.
Training for awareness raising of disability Issues.	Training for staff and parents in disability matters and legislation.	LGB meetings. Staff meetings and INSET. Family learning meetings. SENCo to attend external training as required and to keep up with wider disability developments.	SENCo (Head of School/EP)	Ongoing	All members of the school community able and committed to contributing to a fully accessible school.
Pupil needs audited.	Specific needs of pupils identified.	Teaching time and staff meeting time. Meetings with parents & multi- agency professionals as needed.	SENCo (Head of School/EP)	Ongoing	All school activities accessible to pupils with specific disabilities.

Out-of-school activities, including lunchtime and after school clubs, planned to ensure, where needed, the participation of all pupils.	Out-of-school provision reviewed to ensure compliance with legislation	Time to carry out full risk assessments and accessibility arrangements for all out of school activities. This to include Forest School.	SENCo/class teachers/ Club providers /Forest School provider	Ongoing	Out-of-school activities conducted in inclusive & accessible settings that comply with legislative requirements.
Classrooms and indoor space organised to promote optimal participation and independence for all.	All displays, tables, pegs, activities, drink stations, sinks and toilets are all at a child accessible height.	Teacher preparation time.	SENCo/class teachers	Ongoing	Pupils pro-actively positioned and equipped to access all learning activities optimally.
All pupils to be able to participate in PE activities.	All PE activities to be inclusive.	Teacher preparation time.	SENCo/class teachers/PE providers	Ongoing	All pupils have access to PE

Improving Communication & the Delivery of Written Information

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Communications and documentation, including the school website, available in alternative formats on request.	School website to be checked for DDI compatibility.	School website to be DDI compatible. Paper copies of all information available on demand.	Head of School/EP	Ongoing	All members of the community can access information and contribute fully to the life of the school.
ASD pupils and parents have full access to school communications.			School Business Manager	Ongoing	Pupils and parents with ASD able to participate fully in the life of the school.
Raise the awareness of adults working at and for the school on the importance of accessible communications systems.	Training courses arranged.	Costs of training providers and resources. Time and cover costs for in-school staff.	Head of School/EP/ School Business Manager Communications	Ongoing	Excellent accessible communications systems.

Improving Physical Access

Martello Primary was built in 2016 to all the latest DDI standards and has disabled parking and lift to access the first floor.

Target	Strategy	Resources	Responsibility	Time-frame	Impact
Alarms are auditory and there is signage for safe exit of all in emergency situations.		Evacuation drills are held regularly Signage and alarms meet needs of pupils on roll.	School Business Manager	Ongoing	All pupils & adults can exit building safely in event of emergency evacuation.

Type Size

Appendix A Accessible Information

The size of type is fundamental to legibility. Try to use between 12 and 14 point on printed material and 24 point on PowerPoints. The larger the type the more people you will reach.

Contrast

The better the contrast between the background and the text, the more legible the text will be. Black text on white paper generally provides the best contrast for people with visual impairments, although pastel coloured paper or coloured overlays are often recommended for people with dyslexia. On screen (e.g. webpages, PowerPoints etc) white text on a dark background is best. Different people will have their own preferences so it is important when producing something for a specific individual to ask what they find best. When writing on a whiteboard/smart screen or flipchart it is best to avoid green and red pens as these are the hardest to read if someone is colour blind or has a visual impairment.

Typeface

Avoid highly stylised typefaces, such as those with ornamental or decorative features.

Type style

Avoid blocks of CAPITAL LETTERS or *italics*. Both are problematic not only for those with sight difficulties but also those with emerging literacy skills.

Spacing

For someone with a visual impairment you may need to switch to double spacing. In addition, always start and finish a sentence on the same page and do not break up words with a hyphen at the end of a line.

Alignment

Always align text to the left margin; this makes it easier for people to find the start of a line. People using magnification devices may only be able to see two letters at a time, so the more consistent the layout the better. Justified and centred text with uneven word spacing, as well as writing in newspaper style columns can be difficult for a number of readers. It's still ok to centre headings to help mark out the text.

Forms

Allow extra space for forms. This benefits a number of different people, e.g. partially sighted people tend to have larger handwriting.

Printing

Avoid glossy paper or glossy laminates as glare makes it difficult to read.

Always number pages.

Consider using A3 where possible.

Language

Use clear and simple language, avoiding jargon and acronyms.

Key Information

Use bullet points or text boxes to make key points clear. Put key facts at the beginning, e.g. what, where, when, why. Use numbers and not the word for a number, e.g. "3" not "three".

Alternative formats

Important information may need to be transferred to an audio recording, but keep messages short.

If emailing, remember formatting may be lost, making reading more difficult. It may be preferable to send a brief email with an attachment containing the bulk of the information.

Use of visual images

Where possible use images, photos or drawings to support text.