



Marple Hall School

Planning Document

# Marple Hall School Accessibility Plan

Staff responsible for plan: Nuala Burke

Date reviewed: Summer 2023

Date approved by Governors: 9<sup>th</sup> May 2023

Signed by Chair of Committee:

Signed by Headteacher:

Date for next review: May 2026

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### 1. 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 Marple Hall School we aim to ensure that all students with SEND are fully integrated into our community, they achieve their full potential (whether that be academic, social or emotional) and make a successful transition to adulthood. We want them to look back on their time at Marple Hall School as a time when they felt safe, made friends, enjoyed learning and honed their independence and resilience.

At Marple Hall School we endeavour to ensure that the non-SEND members of its community have a full understanding and appreciation of different special educational needs and disabilities and have a welcoming attitude to others with differences helping them to feel fully included in everyday life – including having a zero-tolerance attitude towards any disablism.

We have a moral purpose to ensure we give vulnerable students fair access to a normal secondary school experience, i.e. to be inclusive. If ‘we get it right for SEND we get it right for everyone.’ This is key part of our whole-school vision statement.

This document is split into three distinct areas - Students, Staff and The Wider Community - and what we believe excellent inclusivity is in each of those areas, with steps to achieve our outcomes.

The 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.

For further information regarding Stockport Local Authority, please use the following links:

[Equality and Diversity statement 2018 to 2022 \(ctfassets.net\)](https://www.ctfassets.net/equality-diversity-statement-2018-to-2022)

[Equality and Diversity - Stockport Council](#)

[Equality and Diversity - Stockport Council](#)

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.

We have included a range of stakeholders in the development 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.



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width (any newer buildings)</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Accessible rooming Adaptive tables and chairs PE/extra curricular activities accessible to all Evacuation procedures in place</p>	<p>Classes are moved to accessible rooms</p> <p>Long term: All areas of the school are accessible</p> <p>Children feel safe</p>	<p>New builds to take into account accessibility for disabilities – including hidden disabilities</p> <p>Annual PEEP reviews</p>	<p>Site team</p> <p>NBU</p>	<p>September annually</p>	<p>No pupil isolated from their designated classes</p> <p>Access to all areas of the school is easy</p> <p>Improved access for all visitors</p> <p>Smooth evacuation procedures where people with SEND feel confident in the procedures</p>



## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be reviewed by the premises committee

It will be approved by the premises committee

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy