



Accessibility Plan – Maranatha Christian School

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Version	Date	Head Review	Trustee Review	Status	Next Review
V1.0	May 2017	Jun 17	Jun 17	OK	July 18
V2.0	Sept 2018	Sept 2018	Sept 2018	OK	Sept 2019
V3.0	May 2019	May 2019	May 2019	OK	May 2020
V4.0	Jan 2020	Jan 2020	Jan 2020	OK	Jan 2021
V5.0	August 2020	August 2020	August 2020	OK	August 2021
V6.0	June 2021	June 2021	June 2021	OK	June 2022
V7.0	September 2022	September 2022	September 2022	OK	September 2023
V8.0	Sept 23	Sept 23	Sept 23	OK	Sept 24

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins Maranatha Christian School will be welcomed and valued regardless of sex, race, belief and physical disability. This accessibility plan focuses on a wide range of disabilities associated with pupils. At MCS, pupil achievement is celebrated in a pupil-centered 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 environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The trustee body also recognizes 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.

We will write Personal Emergency Evacuation Plans (PEEP) for any adults/children with a disability.

- This is an individual plan for means of escape from fire/emergency for adults/children with a disability.
- These are put in place after consultation with staff involved either directly with a disability or with a child's support worker and class teacher.

Definition of disability under the Equality Act 2010

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

Development and Review

- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

Section 2: Aims and objectives

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 written information to pupils

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

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person(s) responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	To ensure that the curriculum is implemented effectively, ensuring each child achieves to their full potential and prepares them for the next stage of their education or career.	The Trustees must ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners.	Trustees and Deputy Head	Complete and ongoing (each year as the curriculum policy is updated consideration will be given to the impact any changes have on students with disabilities)
Improve and maintain access to the physical environment	Ensure that each learning environment is appropriate to the ability of each student, providing a safe, accessible and comfortable environment	<p>Maintain disabled access to all lower ground areas of the school</p> <p>Ensure exposed corners on low beams in senior class are padded to protect employees and students from physical injury.</p> <p>Adjust class locations each year where possible to accommodate those with physical disabilities so that the ground floor is the preferred option for a classroom.</p>	Trustees and Head Teacher	<p>Ongoing</p> <p>Complete</p> <p>Ongoing</p>

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
School building	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access. Regular checks are made by Head and Business Manager	Cleaners, staff, Head Teacher and Business Manager	Ongoing
Parking bays	Parking bays for young children and disabled are maintained at the closest point to the school entrance	Two Bays have been identified and marked out	H&S	Complete
Entrances	Controlled access entrance is appropriate for disabled access	New controlled access security system to be adopted	Head Teacher	Complete
Ramps	Ramps maintained to all lower ground access areas	None	Head Teacher	Complete
Toilets	A minimum of 2 disabled toilets to be made available in the school	None	H&S	Complete
Main Reception / Office area	Provide Disabled access via a ramp	A ramp exists that leads to the office via the Head Teacher's office	Head Teacher	Complete
Emergency escape routes	Ensure there is clear direction on evacuation areas in the event of a fire	Fire Evacuation signage in place Ensure Fire Evacuation training is held annually for staff and students	Head Teacher	Ongoing

Termly fire evacuation		Ensure a practice fire evacuation is carried out once a term	Headteacher	Ongoing
Weekly fire alarm test		Test the fire alarm once a week	Headteacher	Ongoing