

Accessibility Policy 2025

Marish Academy Trust



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Parents and guardians of pupils at Marish and Willow Primary Schools are able to inform the school of any disability that they or their children may have on completion of the school registration contact form. When the needs of the children have been ascertained, the SENCO and key staff in the school ensure that pupils are able to access the curriculum and relevant information.	6
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1 Introduction

The purpose of this accessibility policy is to ensure that our schools and their curriculum are thoroughly inclusive and all members of the schools' communities can access facilities and wider provision.

The Disability Discrimination Act 1995 describes a disability as 'a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities'.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This policy sets out the proposals of the Governing Body of the Trust, to enable access to education for disabled pupils in the three areas required by the DDA:

- Wherever possible to remove obstacles to ensure as far as is reasonable, disabled pupils can participate in the school curriculum;
- Improving the environment of the Trust schools to ensure disabled pupils can take advantage of education and associated services;
- Where necessary, ensuring by appropriate means the delivery of information to disabled pupils in a manner which enables them to follow the same curriculum path as non-disabled pupils.

2 Vision and Values

At our Trust we;

- Make all children feel welcome irrespective of race, colour, creed or impairment.
- Have high expectations for disabled pupils and encourage them to participate and achieve in every aspect of school life.
- Are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- Are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Identify and remove barriers and respond to pupils' diverse needs so that disabled pupils can participate in every area of school life.

3 Definitions

The Disability and Discrimination Act 1995 describes a disability as 'a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities'.

Disability covers all people of all ages including those with heart disease, diabetes, severe disfigurement, depression, schizophrenia, dyslexia, epilepsy, Downs Syndrome and physical and sensory impairments. The definition can include hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). Impairment does not itself mean a pupil is disabled. It is the effect on the pupil's ability to carry out normal day- to-day activities that has to be considered.

Marish Academy Trust includes:

1. Marish Primary School, which is a three-form entry school with over 800 children on roll.
2. Willow Primary School which is a two-form entry school with over 450 children on roll.

The pupils at our schools are from a range of cultural backgrounds with a high proportion, almost three quarters, being from ethnic minorities who may not speak English as their first language. Pupils at the schools have a wide range of needs and a significant number of pupils have statements for special educational needs.

Children without statements, but who have identified disabilities include those with specific learning difficulties, speech and language impairments, hearing and visual impairments and allergies, blood disorder, asthma, eczema and heart murmurs

Provision is made for all children in the school who have identified disabilities to enable them to participate fully in school life.

4 The Main Priorities in the Trust's Plan

Our Aspire School Improvement Plans incorporate the five outcomes in 'Every Child Matters' underlining the Trust's commitment to equal access and opportunities for all children. Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability. The Trust promotes positive attitudes towards disabilities through assemblies and the PHSCE and SEAL curriculum.

We ensure that all children with identified disabilities access the curriculum providing special provision to remove any barriers to learning.

The specialist resource base now accommodates up to 76 children with complex needs. Staffing ratios are assigned according to the individual needs of the children rather than a fixed 1:1 or 2:1 model, reflecting a more responsive and needs-led approach. Support levels are regularly reviewed to ensure provision remains appropriate.

All staff receive ongoing training, including specific training on medical needs and emergency procedures, to ensure they are equipped to support a diverse range of pupils.

We have strengthened our accessibility through

- Dedicated use of sensory tools, such as weighted blankets, chew toys, and access to massage or calming routines for children who benefit from sensory regulation.
- Environmental facilities including access to a sensory room, soft play areas, and appropriate seating arrangements (e.g., for children using hearing aids or who need proximity to visual cues).
- Access to communication aids such as AAC devices such as communication boards and symbol-supported visual timetables.
- Ensuring information and learning resources are available in alternative formats and delivered using multi-sensory teaching approaches.

We continue to work closely with external professionals such as SALT, OT and CAMHS to maintain high standards of provision and inclusion.

In addition to the above, both schools provide a Nurture Room which provides a facility for the care of children with social, behavioural or emotional difficulties by providing a caring family style environment.

5 Improving the Physical Environment of the school

Marish Primary School is situated on a large site in Langley, Slough. It consists of an Upper School (Key Stage 2), a lower school (Key Stage 1 and Reception) a Nursery and a specialist SEND unit. The Key Stage 1 and 2 buildings have a ground floor and a first floor. There is no access or exit to the first floors apart from stairs situated in four stairwells. The ground floor of the building has many entrances and exits, some of these are deemed to be fire exits. Out of the 38 exit doors, 18 are suitable for wheelchair and disabled access or exits. All areas on the ground floor in the school can be accessed through these doors. In addition, a wheel chair lift is installed at the level change between KS2 and KS1 as an alternative to using the ramp facility via the main hall.

Willow Primary School is an old single storey school building which has been completely refurbished with new fittings throughout. KS1 and KS2 share the same part of the main building whilst the nursery and reception area is separated by a controlled access corridor. Access is level throughout the school and all doors are wheelchair accessible.

Any new building extension or alterations will always meet the necessary provision for disabled access. All areas have easy access to disabled and wheelchair accessible toilet facilities.

6 Improving Access to Information

Parents and guardians of pupils at Marish and Willow Primary Schools are able to inform the school of any disability that they or their children may have on completion of the school registration contact form. When the needs of the children have been ascertained, the SENCO and key staff in the school ensure that pupils are able to access the curriculum and relevant information.

7 Making it Happen

7.1 Management, Coordination and Implementation

The Trust has set the following priorities for the management, coordination and implementation of the accessibility plan:

- To ensure that the Accessibility Action Policy is regularly reviewed and evaluated. • The Executive Lead (Facilities) reviews the policy and reports back to the Trust Strategic Board.
- Staff at the school are made aware of the Accessibility Policy and refer to it when drafting and reviewing policies, linked policies are listed below.

7.2 Getting hold of the policy

The policy will be available on the Trust website.

8 Linked Policies

- Teaching and Learning Policy
- Inclusion Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Curriculum Policy.

9 Revision History

Version	Date	Author	Comments
1.0	July 2012		
2.0	Feb 2014	WJB	Trust wide compliant, added nurture room
3.0	May 2015	WJB	Minor amendments, added Resource Base
4.0	Sept 2015	WJB	Minor amendments, completion of relocated Nursery
5.0	Apr 2016	WJB	Minor text improvements, increase occupancy of Resource Base to 25.
5.01	Apr 2019	WJB	Minor text improvements, increase occupancy of Resource Base to 55.
5.02	Apr 2021	BR	Included SEND Build
5.03	Apr 2025	BR	Minor text improvements, increase occupancy of Resource Base to 76.

10 Approval History

Version	Approved	Comments
1.0	July 2012	
2.0	Feb 2014	
3.0	June 2015	
4.0	Sept 2015	
5.0	Apr 2016	
5.01	Apr 2019	
5.02	Apr 2021	