MARHAMCHURCH C OF E ACADEMY ACCESSIBILITY PLAN 2022 - 2024

Review Frequency	Annual
Reviewed	Autumn 2022
Next Review Date	Spring 2024
Approved by	TLT

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Change Log

Date	Changes to Policy
Autumn 2022	Amended to change to Academy status and now part of the Learning Academy Partnership.

Contents

1. Aims

Academies 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.
- Improved the physical environment of the academies to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

The Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Academy plan will be made available online on the academy website, and paper copies are available upon request.

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Trust recognises that regular and reliable data is essential if the Trust and Academy is to know and understand the needs of its pupils, parents, staff and trustees and to be able to monitor progress against its Action Plan.

An Accessibility Audit will be completed by the academy to inform the development of a new Accessibility Plan for the ongoing period.

The Head of Academy will monitor the Action Plan on behalf of the Academy and liaise with the Trust Executive Team who report to the Board of Trustees.

This plan reflects statutory requirements for the setting of Equality Objectives.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of <u>schedule 10 of the Equality Act 2010</u> and the Department for Education (DfE) <u>guidance for schools on the Equality Act 2010.</u>

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a "substantial" and "long-term" adverse effect on this or her 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.

Academies 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 Accessibility Plan complies with our funding agreement and Articles of Association.

Appendix 1

Access Plan: Part 1

Increasing access for disabled pupils to the curriculum

Target	Action	Resources	Outcomes	Time
Curriculum adjustments ensure fair access for all	Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc With consideration for those children with general and specific learning difficulties. Ensure staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs	As required for individual learners	All pupils access the curriculum. Structured conversations as appropriate with parents and carers.	As required to meet need
Ensure teaching and learning methods and environment supports pupils with hearing impairment	Quiet classrooms, child facing teacher, clear enunciation. Support as required. Hearing loop with teacher wearing aid to pick up voice.		Progress confirmed by observations and formal assessment	As required to meet needs.
Ensure teaching and learning methods and environment supports pupils with visual impairment	Pupil faces teacher, glasses worn. Modified print		Progress confirmed by observations and formal assessment	As required to meet needs
Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations	Additional support as required Safe space set out and established	Progress confirmed by teaching assessment and achieving targets	As required to meet needs

Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions	Accessibility of medication. Awareness of staff when planning activities. Risk awareness register (medical) Training from school Nurse as required		Pupils able to access all activities	As required to meet needs
Ensure teaching and learning environment supports pupils with sensory needs	Classroom displays are meaningful and purposeful and the amount of stimuli in the environment is reduced. This includes the corridors around the school.		Pupils are able to access the learning effectively without feeling overwhelmed by the environment	Ongoing
Update curriculum and general policies	Rolling programme of policy review to ensure that policies are up to date and comply with legislation	Senior Executive Meetings, Senior Leadership and staff PDMs	Policies reflect the Trust's commitment to removing barriers to learning.	Ongoing
To use external services to support pupils with a disability.	Access external services for advice and support and then to provide ongoing advice and support as required	Time: for staff to liaise with specialists Financial: purchase of specialised equipment as required	The environment is appropriate, and staff are well prepared to meet the needs of a pupil with a disability. Staff have greater understanding of disability issues.	Ongoing
Provide training for staff.	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the academies.	Financial – cost of CPD	Staff are deployed effectively and have high expectations of disabled pupils. Raised awareness of the learning needs of pupils with a variety of disabilities/special needs	Ongoing
Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials.	Pupils with disabilities have access to appropriate curriculum materials.	Ongoing
Ensure venues for school trips are suitable	Pre-visit assessment of suitability- transport, access, toilets.	Evolve SLA	Equal opportunities for Children with disabilities to participate in off-site activities.	Training and administration

	Risk assess through Evolve and include staff briefing			
Classrooms optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of equipment and furniture and equipment to support the learning process in individual classes.	Use visual timetables	Children have ready access to a range of resources. Sessions start on time without the need to make adjustments.	
Extracurricular activities planned to ensure participation by all	Review extracurricular provision regularly. Preparation meeting with parents/carers to make all necessary additional arrangements		Out of school activities will be conducted in an inclusive environment	As required in response to pupil need
Review staff deployment	Establish timetables to provide support for pupils	Overtime/additional hours as required	Support available during key times when individuals may need support	Ongoing

Appendix 2

Access Plan: Part 2

Increasing access for disabled pupils to the physical environment

Target	Action	Resource	Outcome	Time
Access: To be aware of the access needs of all pupils/staff/trustees/ parents and carers. Ensure all staff and trustees and other volunteers/visitors to the academy are aware of access issues	Gather data around access needs at the point when a child begins at an academy Create access plans for individuals as required Reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy. Include an accessibility plan as part of induction	As per access plan	Individual, relevant and current information is gathered and shared as required so that all needs are met.	Annually or as required
Ensure everyone has access	Ensure that nothing is preventing access for all.	Caretaker/staff daily checks to ensure entrances are clear of obstruction	All visitors feel welcome	Ongoing
Improve access to site	Ensure pathways are gritted and ice free Check exterior lighting is working on a regular basis	Caretaker time	Paths accessible and safe Improved safe access for pupils, parents, staff and visitors	As required

Exits Ensure all disabled or impaired pupils, staff visitors can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils		Pupils and staff are safe	As required
Ensure the buildings remain full accessible and compliant in line with the Equality Act	Ensure building and maintenance works are fully compliant with the Equality Act and DDA Regulations		Wheelchair access to majority of building including DDA toilets and a learning space	As works are undertaken
Each academy will undertake Fire Safety risk assessments. Fire equipment is regularly checked and maintained.	Ensure staff are fully trained and aware of their duties		All staff and pupils have safe independent exits from sites	Daily

Appendix 3

Access Plan: Part 3

Improving the delivery of written information to disabled pupils - The LAP Academies

Target	Action	Resources	Outcome	Time
Availability of written materials in different formats	Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats	Administration time	The academy will be able to provide information in different formats. Parents and carers become aware.	Ongoing
Make available academy publications in alternative formats	Review all publications and provide in format required	Administration time	Information available for all in different formats and electronically	Ongoing
Academy provides electronic versions of most publications including reporting, newsletters and letters.	Continue to explore new methods	Administration time	Head of Academy and Senior Staff become knowledgeable about possible outcomes	Ongoing
Website is compliant with statutory regulations	Dedicated staff member to update and maintain websites	Administrative time	Information available to all electronically Compliant	Ongoing
Ensure information in SEN reviews is accessible to all parties	Provide a choice of formats for parents and carers.	Administration time	Parents and carers have choices about how they are communicated with and how they provide their points of view	Ongoing