



Marches Academy Trust

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# Disability and Accessibility Plan

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## 1. ACCESS PLAN – PART 1 Increasing Access for Disabled Pupils to the School Curriculum

Targets	Strategies	Outcome	Time Frame	Resources
<p>1. Teachers continue to develop skills to support the pupils who have differing disabilities.</p>	<ul style="list-style-type: none"> <li>▪ SEND Department/SENCO produces staff information for individual pupils and conditions including speech and language, ASD support, physical difficulties etc.</li> <li>▪ Year 6 Transition meetings across key stages with feeder schools to discuss SEND needs of pupils.</li> <li>▪ Allocated SEND staff attendance at Year 6 annual reviews.</li> <li>▪ Liaison between outside agencies and SEND Department/SENCO /Medical Lead to ensure appropriate and necessary information is shared with staff.</li> <li>▪ SEND Register updated and shared with staff termly. All pupils with Statements/ EHCP/GSP and SENCO/Student Support receive termly PCP targets/outcomes which includes information about their areas of additional need/ difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching and support staff aware of student disability and have a greater understanding of disability issues, including those specific to the pupils that are in attendance.</li> </ul>	<p>On going</p>	<ul style="list-style-type: none"> <li>▪ SENCO list/SEND Register, SENCO booklet, Medical Information.</li> <li>▪ Pupil Centred Plans.</li> <li>▪ Use of keyworkers and mentors.</li> <li>▪ Staff training.</li> <li>▪ Access Leaders.</li> </ul>

Targets	Strategies	Outcome	Time Frame	Resources
<p>2. Develop a range of learning resources that are accessible to pupils with different disabilities</p>	<ul style="list-style-type: none"> <li>▪ Subject areas to feedback to SEND Department/SENCO if any specialist equipment is needed for pupils in that lesson.</li> <li>▪ Liaison with external agencies (ie. Occupational Therapy, Sensory Inclusion Service) to ensure that the right equipment is sourced specific to a pupils' needs.</li> <li>▪ Support for SENCO/ Examination Officer to ensure appropriate external exam access arrangements have been made.</li> <li>▪ Subject leaders and teachers to monitor internal exam access is in line with those outlined by the external assessments.</li> <li>▪ Sensory advice and guidance is followed for individuals as directed by external agencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils with disabilities have increased access to curriculum materials and are not disadvantaged in examinations.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Teaching Assistants.</li> <li>▪ Access Leaders</li> <li>▪ Sensory Support resources and CAMHS.</li> <li>▪ Occupational Therapy.</li> <li>▪ All teaching staff time.</li> <li>▪ Exam Office and SEND Department time.</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Resources</b>
3. Teaching staff develop their knowledge of different teaching and learning styles Identify suitable professional development opportunities for staff.	<ul style="list-style-type: none"> <li>▪ Teachers to consider learning styles favoured by pupils with disabilities and plan lessons accordingly.</li> <li>▪ To provide professional development opportunities to ensure high quality teaching, differentiated for individuals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers develop and use those teaching strategies which most suit the learning style of pupils with a disability.</li> <li>▪ Improve attainment for pupils with disabilities.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Schemes of work reflect different teaching styles.</li> <li>▪ Training school link.</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Resources</b>
4. Staff, Governors and parents to be made aware of the Special Educational Needs & Disabilities Code of Practice 2014	<ul style="list-style-type: none"> <li>▪ SENCO updates and training offered to all teachers, support staff and Governors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff and Governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all pupils.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Governors receive reports on SEND/SENCO</li> <li>▪ At least annual SENCO updates on training days.</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Resources</b>
5. When planning school trips involving pupils with impairment or disabilities, the school will make every effort to accommodate their needs and thereby	<ul style="list-style-type: none"> <li>▪ The Trip Leader and Education Visits Coordinator/ Operations Manager will undertake a risk assessment relating to any group member with an impairment or disability.</li> <li>▪ Any reasonable additional expenditure necessary to</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils, where possible, with a disability/impairment have the opportunity to take part in a school trip, including those overseas.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Time to carefully plan the trip to include a detailed risk assessment relating to pupils with disability/impairment.</li> <li>▪ Additional cost associated with above</li> </ul>

<p>allowing them access to the experience.</p>	<p>accommodate pupils with a disability/impairment must be considered.</p> <ul style="list-style-type: none"> <li>▪ Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability.</li> </ul>			<p>student/s taking part in the trip.</p> <ul style="list-style-type: none"> <li>▪ Paperwork and procedures in place to ensure consideration in the planning stages of the trip.</li> </ul>
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## 2. ACCESS PLAN – PART 2 Increasing Access for Disabled Pupils to the Physical Environment of the school

Targets	Strategies	Outcome	Time Frame	Resources
<p>1. Ensure that emergency evacuation procedures take account of the needs of pupils with disabilities.</p>	<ul style="list-style-type: none"> <li>▪ Identify pupils and review their needs.</li> <li>▪ Ensure that appropriate planning including places of safety and staff responsibilities have been established.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identified pupils are safe and have a clearly recognised set of procedures in place to meet their individual needs in case of a fire, or other emergencies requiring evacuation.</li> <li>▪ Staff are able to assist in an efficient evacuation procedure.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>▪ Evacuation procedures booklet.</li> <li>▪ PEEP.</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Resources</b>
2. Monitor level access to ground floor facilities. Monitor lifts/stairs to upper floors where used and ensure access is appropriate.	<ul style="list-style-type: none"> <li>▪ Through site inspection ensure that all entrances are accessible, and any remedial work carried out effectively.</li> <li>▪ Site inspections carried out alongside checks on lifts/stairs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No restriction to entrance and exit of any building on the school site.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Within Site Team Duties.</li> <li>▪ Sensory Inclusion Services reports.</li> <li>▪ Occupational Therapy reports.</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Resources</b>
3. Apply a no cost curriculum planning solution to providing classroom accessibility to pupils with disabilities.	<ul style="list-style-type: none"> <li>▪ Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Where possible, pupils with disabilities have full access to teaching areas because they are in accessible rooms.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ None.</li> </ul>

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Resources</b>
4. Provide appropriate furniture/equipment where necessary for pupils with disabilities.	<ul style="list-style-type: none"> <li>▪ Plan for the purchase of furniture/equipment to meet the needs of known pupils with disabilities based on specialist advice received.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School is able to respond rapidly in providing appropriate furniture/ equipment.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>▪ Subject to need.</li> <li>▪ Support through Sensory Inclusion Services.</li> <li>▪ Support through Occupational Therapy Teams.</li> </ul>



### 3. ACCESS PLAN – PART 3 Increasing the Delivery of Written Information to Disabled Pupils

Targets	Strategies	Outcome	Time Frame	Resources
<p>1. To make written information more accessible to pupils with disabilities and at home</p>	<p>Where appropriate the school plan for the provision of:</p> <ul style="list-style-type: none"> <li>▪ Enlarged resource materials and exam papers.</li> <li>▪ Papers copied onto coloured paper where needed.</li> <li>▪ Enlarged written communication with home.</li> <li>▪ An electronic version of all school/home communication.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Examinations Officer.</li> <li>▪ Updating of Website.</li> <li>▪ Use of the Milk App accessed by Pupils/ Parents and Carers.</li> </ul>