![Marches Academy Trust logo]

Marches Academy Trust

Date of last review: June 2022
Approved: July 2022
Date of next review: Triennial June 2022 – 2025 (updated where necessary between these dates)

Accessibility Plan

Introduction

All schools within the Marches Academy Trust (MAT) cater for a wide range of special educational needs and disabilities (SEND). For more information regarding SEND at the Marches Academy Trust, please see:

- MAT Special Educational Needs, Disabilities, Medical Conditions and Mental Health Policy (central policy)
- Special Education Needs and Disability Information Report (published on each school's website)

We believe that this Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010. Each of the Trust's schools and their respective Local Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a three-year period.

Legislation

All schools adhere to the Equality Act 2010 throughout all policies and practice to ensure that children & young people (CYP) access learning and the school environment. All schools carry out accessibility planning for disabled CYP. The Trust's Accessibility Plan aims to:

- increase the extent to which disabled CYP can participate in the curriculum;
- improve the physical environment of the school to enable disabled CYP to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled CYP.

The definition of disability under the law is a wide one. A disabled person is someone who has a:

- Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

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'.

Schools are required to make 'reasonable adjustments' for CYP with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled CYP faces in comparison with non-disabled CYP. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our Trust schools aim to treat all their CYP fairly and with respect. This involves providing access and opportunities for all CYP without discrimination of any kind. We recognise the need to provide adequate resources for implementing plans (PCP: pupil-centred plans, IHCP: individual health care plans, MP: medical plans, ICP: intimate care plans, PEEP: personal emergency evacuation plans) and will regularly review them.

The Marches Academy Trust Mission Statement

Empower everyone in our Trust and our communities to live and breathe Achievement Through Caring and reach their full potential.

Excellence	Integrity	Empathy	Creativity	Equality
Excellence: striving always for mastery and personal success	Integrity: consistently acting with honesty, compassion and respect	Empathy: embracing and supporting the uniqueness of every individual	Creativity: inspiring and challenging through invention, experimentation and exploration	Equality: ensuring fair opportunity for all

This plan is available online on all school websites, and paper copies are available upon request. All Trust schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

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ACCESS PLAN – PART 1 Increasing Access for Disabled CYP to the School Curriculum

AIM	GOOD PRACTICE	OBJECTIVE(S)
1. Curriculum design is as such that it caters for the needs of CYP with SEND.	▪ Our schools offer a differentiated curriculum for all CYP. ▪ Our schools use resources tailored to the needs of CYP who require support to access the curriculum. ▪ Curriculum resources include examples of people with disabilities. ▪ Curriculum progress is tracked for all CYP, including those with a disability. ▪ Targets are set effectively and are appropriate for CYP with additional needs. ▪ The curriculum is regularly reviewed to make sure it meets the needs of all CYP. ▪ Our curriculum permits access to all and where reasonable adjustments are necessary, these are implemented.	CYP have access to a broad and balanced curriculum that demonstrates diversity and inclusion in its content.
2. CPD is planned and scheduled to permit teachers' continued development to support CYP with differing needs and disabilities.	▪ SEND Department/SENDCO produces information for individual CYP and conditions, including speech and language, ASC support, physical difficulties, etc., available as PCPs or similar. ▪ Transition meetings across all phases are completed and for transition between schools, both schools discuss SEND needs of CYP. ▪ Allocated SEND staff attendance at Year 6 and Year 11 annual reviews. ▪ Liaison between outside agencies and SEND Department/SENDCO /Medical Lead to ensure appropriate and necessary information is shared with staff. ▪ SEND Register updated and shared with staff termly. ▪ All CYP with Statements/EHCP/GSP and SENDCO/Pupil Support receive termly PCP targets/outcomes which includes information about their areas of additional need/ difficulty. ▪ Teachers consider learning styles favoured by CYP with disabilities and plan lessons accordingly. ▪ Professional development opportunities ensure high quality teaching, adapted for individuals.	Teaching and support staff aware of CYP' SEND and have a deep understanding of disability issues, including those specific to the CYP that are in attendance.
3. Learning resources are accessible to CYP with	▪ Subject areas/class teachers access PCPs and feedback to SEND Department/SENDCO if any specialist equipment is needed for CYP in their lesson.	CYP with disabilities have increased access to curriculum materials and are

differing needs and disabilities (see Part 2.6).	▪ Continued liaison with external agencies (i.e., Occupational Therapy, Sensory Inclusion Service) to ensure that the right equipment is sourced specific to a CYP's needs. ▪ Support for SENDCO/ Examination Officer to ensure appropriate external exam access arrangements have been made. ▪ Subject leaders/class teachers to monitor internal exam access is in line with those outlined by the external assessments. ▪ Sensory advice and guidance are followed for individuals as directed by external agencies.	not disadvantaged in their learning or examinations.
4. Staff, Governors and parents are made aware of the Special Educational Needs & Disabilities Code of Practice 2015	▪ SENDCO trains and offers regular updates to all teachers, support staff and Governors.	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 CYP.
5. When planning school trips involving CYP with impairment or disabilities, the school will make every effort to accommodate their needs thereby allowing them access to the experience.	▪ The Trip Leader and Education Visits Coordinator/Operations Manager will undertake a risk assessment relating to any group member with an impairment or disability. ▪ Any reasonable additional expenditure necessary to accommodate CYP with a disability/impairment must be considered. ▪ Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a CYP with a disability.	All CYP, where possible, with a disability/impairment will have the opportunity to take part in a school trip, including those overseas.

ACCESS PLAN – PART 2 Increasing Access for Disabled CYP to the Physical Environment of the school

AIM	GOOD PRACTICE	OBJECTIVE(S)
1. Ensure that emergency evacuation procedures take account of the needs of CYP with disabilities.	▪ Identify CYP and review their needs. ▪ Ensure that appropriate planning including places of safety and staff responsibilities have been established. ▪ Complete a Personal Emergency Evacuation Plan for all CYP with accessibility issues (through disability, impairment or temporary injury) and review these in a timely manner (dictated by level of need and period of impairment).	Identified CYP 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. Where required, staff can assist in an efficient evacuation procedure.

2. Improve and maintain access to the physical environment.
 	
This varies dependent on the specific school setting and so further details are included on individual school's website as an appendix.
	▪ The environment is adapted to the needs of CYP as required. This may include:
	   · Ramps
	   · Elevators
	   · Corridor width
	   · Disabled parking bays
	   · Disabled toilets and changing facilities
	   · Library shelves at wheelchair-accessible height
		Accessibility is permitted to all CYP.

3. Monitor level access to ground floor facilities. Monitor lifts/stairs to upper floors (where used) and ensure access is appropriate.	▪ Through site inspection ensure that all entrances are accessible, and any remedial work carried out effectively. ▪ Site inspections carried out alongside checks on lifts/stairs.	No restriction to entrance and exit of any building on the school site.
4. Apply a no-cost curriculum planning solution to providing classroom accessibility to CYP with disabilities.	▪ Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access, i.e., ground floor.	Where possible, CYP with disabilities have full access to teaching areas because they are in accessible rooms.
5. Provide appropriate furniture/equipment where necessary for CYP with disabilities.	▪ Plan for the purchase of furniture/equipment to meet the needs of known CYP with disabilities based on specialist advice received.	School is able to respond rapidly in providing appropriate furniture/ equipment.

| 6. Provide environments that are conducive to learning. | ▪ Where, for example, sensory difference is a factor affecting learning, undertake sensory audits for CYP (i.e., some ADHD, ASC CYP may require this) and make adjustments to allow the CYP to learn. This may require low arousal (limited wall decoration, neutral colours, dim lighting) and calming mechanisms (ear defenders, room acoustic consideration) | CYP can learn in their surrounding environment. |

ACCESS PLAN – PART 3 Increasing the Delivery of Written Information to Disabled CYP

AIM	GOOD PRACTICE	OBJECTIVE(S)
1. To make written information more accessible to CYP with disabilities.	Where appropriate, the school plan for the provision of: ▪ Enlarged resource materials and exam papers. ▪ Papers copied onto coloured/buff paper. ▪ Enlarged written communication with home. ▪ An electronic version of all school/home communication.	CYP with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.
2. Improve the delivery of information to CYP with a disability.	All schools use a range of communication methods to make sure information is accessible. This may include: ▪ Internal signage ▪ Large print resources ▪ Braille ▪ Induction loops ▪ Pictorial or symbolic representations ▪ Makaton	

DOCUMENT CONTROL

Policy Owner	Trust Director of Inclusions and Lead for Safeguarding & SEND
Scope	All staff, Trustees and Governors
Last Updated	June 2022
Effective from	July 2022
Next planned reviewed date	June 2025 (updated where necessary between these dates)
Status	Approved
Date of approval	Approved by SENDCos & Headteachers following consultation in June 2022, approved by ELG in July 2022 and Board of Trustees in July 2022.
Summary of last revision	Reviewed to ensure compliance with Equality Act & improve disability inclusion
Related Policies/Documents	▪ MAT Health and Safety policy ▪ MAT Safeguarding and Child Protection Policy & Procedures ▪ MAT Supporting Children with Medical Conditions ▪ Equality information and objectives (public sector equality duty) statement for publication
Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si