



Marches Academy Trust

Date of last review: **February 2021**

Approved: **February 2021**

Date of next review: **September 2021**

Disability and Accessibility Plan

Contents

1. ACCESS PLAN – PART 1 Increasing Access for Disabled Pupils to the School Curriculum	3
2. ACCESS PLAN – PART 2 Increasing Access to the Physical Environment of the school	7
3. ACCESS PLAN – PART 3 Increasing the Delivery of Written Information to Disabled Pupils.....	9

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"> ▪ SEND Department/SENCO produces staff information for individual pupils and conditions including speech and language, ASD support, physical difficulties etc. ▪ Year 6 Transition meetings across key stages with feeder schools to discuss SEND needs of pupils. ▪ Allocated SEND staff attendance at Year 6 annual reviews. ▪ Liaison between outside agencies and SEND Department/SENCO /Medical Lead to ensure appropriate and necessary information is shared with staff. ▪ 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. 	<ul style="list-style-type: none"> ▪ 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. 	<p>On going</p>	<ul style="list-style-type: none"> ▪ SENCO list/SEND Register, SENCO booklet, Medical Information. ▪ Pupil Centred Plans. ▪ Use of keyworkers and mentors. ▪ Staff training. ▪ Access Leaders.

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

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

Targets	Strategies	Outcome	Time Frame	Resources
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"> ▪ SENCO updates and training offered to all teachers, support staff and Governors. 	<ul style="list-style-type: none"> ▪ 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. 	Ongoing	<ul style="list-style-type: none"> ▪ Governors receive reports on SEND/SENCO ▪ At least annual SENCO updates on training days.

Targets	Strategies	Outcome	Time Frame	Resources
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"> ▪ 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 	<ul style="list-style-type: none"> ▪ All pupils, where possible, with a disability/impairment have the opportunity to take part in a school trip, including those overseas. 	Ongoing	<ul style="list-style-type: none"> ▪ Time to carefully plan the trip to include a detailed risk assessment relating to pupils with disability/impairment. ▪ Additional cost associated with above

<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"> ▪ Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability. 			<p>student/s taking part in the trip.</p> <ul style="list-style-type: none"> ▪ Paperwork and procedures in place to ensure consideration in the planning stages of the trip.
--	---	--	--	---

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"> ▪ Identify pupils and review their needs. ▪ Ensure that appropriate planning including places of safety and staff responsibilities have been established. 	<ul style="list-style-type: none"> ▪ 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. ▪ Staff are able to assist in an efficient evacuation procedure. 	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Evacuation procedures booklet. ▪ PEEP.

Targets	Strategies	Outcome	Time Frame	Resources
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"> ▪ 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. 	<ul style="list-style-type: none"> ▪ No restriction to entrance and exit of any building on the school site. 	Ongoing	<ul style="list-style-type: none"> ▪ Within Site Team Duties. ▪ Sensory Inclusion Services reports. ▪ Occupational Therapy reports.

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

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

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"> ▪ Enlarged resource materials and exam papers. ▪ Papers copied onto coloured paper where needed. ▪ Enlarged written communication with home. ▪ An electronic version of all school/home communication. 	<ul style="list-style-type: none"> ▪ Pupils with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats. 		<ul style="list-style-type: none"> ▪ Examinations Officer. ▪ Updating of Website. ▪ Use of the Milk App accessed by Pupils/ Parents and Carers.