



# Marden Primary Academy Accessibility Plan

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<b>Date</b>	<b>Version No</b>	<b>Brief detail of change</b>
21/11/21	1.0	Policy written
02/10/23	1.1	Policy reviewed and updated.

## Introduction

Marden Primary Academy is committed to taking specific and positive actions in applying the Equality Act 2010 in all areas of practice. The effect of the law outlined in the Equality Act 2010 is to ensure, “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities with regard to disability and developing a culture of inclusion, support and awareness throughout the academy for pupils with a physical disability, hearing/sight impairment and learning impairment.

The academy recognises its duty in complying with all disability and equal opportunities legislation:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and extracurricular activities
- not to treat disabled students less favourably
- to take all reasonable steps to avoid putting students with disabilities at a substantial disadvantage
- to publish an Accessibility Plan

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups.

The Academy’s Accessibility Policy contains relevant actions that meet the requirements of the Equality Act to:

- Increase access to the curriculum for students with a disability, modifying the **curriculum** as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students.
- Improve and maintain access to the **physical environment** of the academy, adding more specialist facilities as necessary – the school to take into account the needs of students, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements.
- Improve where necessary the delivery of **written information** to students, staff, parents and visitors with disabilities.

## **ACCESS TO THE CURRICULUM**

At Marden, teachers complete the assess, plan, do review cycle to ensure the correct level of support and personalised teaching is provided for children with additional needs to ensure fair access to the curriculum;

- Increase access to the curriculum for pupils with any form of disability or additional need that causes them barriers to learning, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in an outer-school clubs, leisure and cultural activities or academy visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Medical advice will directly inform the practice and decide what adaptations can be made for children with specific mental and/or physical impairments to ensure they have access to academy.
- The Inclusion Manager will coordinate the support and advice from outside agencies to help inform the practice and provision in the academy.
- Activities and academy trips are available to all pupils.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- When appropriate, the teacher will communicate with parents of children with additional needs to ensure appropriate risk assessments are completed prior to academy trips. Once complete, these will be checked and authorised by the Inclusion Manager.
- Where appropriate extra staffing may need to be provided for children with additional or special educational needs.
- The academy is committed to putting in place appropriate provisions to match the learning needs of all pupils with SEND status to enable them to access all levels of the curriculum;
- Teachers will ensure a positive relationship between the parents and carers of all children in their class. This is particularly prevalent for children with additional needs or SEND. Parents are encouraged to raise concerns with teachers in the first instance. Teachers then have support from the Inclusion Manager to decide the correct level of provision. When a child is either on the monitoring or SEN register the Inclusion Manager will also, where appropriate, have direct contact with parents to ensure the child is supported appropriately during their time at Marden Primary Academy.
- All teachers are responsible for the teaching and provision of children with SEND

under the direction of the Inclusion Manager.

- Any necessary support and provision identified at the transition phase is implemented as soon as pupils with SEND join the academy in Year R.
- Every child on the SEN register will have a review 3 times a year. In addition to this children are discussed in detail at pupil progress meetings with the Inclusion Manager and other members of the SLT.
- All the needs of pupils with SEND status and subsequent appropriate provision are communicated to staff on the SEND register; changes to the SEND register are communicated immediately.
- There is an Additional Educational Needs register that ensures children with additional needs that may not be a special educational need, for example; a specific medical need continues to be monitored and supported appropriately.

The academy uses a tiered support structure, referred to as 'quality first teaching strategies' to meet the majority of children's needs. If the child's needs are not fully met through this they would then go on to the next tier of support which is class provision maps. If further support is required they would have a personalised plan in place/outside agency involvement and if applicable go through the EHCP process.

When a child's special educational needs result in them not accessing the curriculum of their chronological age group (in extreme cases) the Inclusion Manager meets with the parents and teacher to arrange an action plan, this may be moving to specialist placement or looking to spend some time in a more appropriate year group.

## **ACCESS TO THE PHYSICAL ENVIRONMENT**

Reasonable adjustments are made in the application of policies to ensure disabled students, parents and visitors to the academy are not treated unfavourably;

- On starting at Marden, the Inclusion Manager and relevant teacher will ensure they have gained sufficient information from the parents or the previous setting to ensure appropriate adaptations are made prior to a child with additional needs starting at academy.
- All classrooms and specialist teaching areas are accessible to all pupils.
- Toilet provision throughout the academy is adequate and there is an accessible toilet in the main building.
- Safe routes via ramps exist on the site.
- A number of doors have been adapted to ease access.
- Emergency evacuation routes have been identified and procedures implemented.
- The reception area has been adapted to accommodate the needs of disabled visitors to the academy.
- Where improvements can be made to aid the physical navigation around the site

of the academy for disabled pupils the academy will endeavour to meet this recommendation.

- Disabled pupils in the academy who have an Education Health and Care Plan have their individual physical needs formally assessed on an annual basis at the EHCP review.
- All buildings are on the ground floor only.

## **WRITTEN INFORMATION**

Marden Primary Academy is committed to improving the delivery of information which is provided in writing to pupils, parents and visitors to the academy;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.
- The Class teacher will assess and provide overlays & coloured paper for students who have been diagnosed with Irlens Syndrome or for children with dyslexia if deemed beneficial. The 'Read and write toolbar' can also be used to provide an overlay when working on Chrome books.
- Children with literacy learning difficulties, dyslexic tendencies or a diagnosis of dyslexia may require additional adult support to be put in place to enable them to access all written information both in class and in examination situations.
- Pupils who have difficulties in presenting work that is legible are supported to improve their handwriting by the staff working with them.
- Pupils who require the use of a Chromebook for writing heavy subjects will be able to use IT in their Public Examinations as an Access Arrangement if this becomes their 'normal way of working'.
- Information is shared with parents (where appropriate) in both paper and electronic format. This includes personalised plans, SEN in-year review meeting minutes and other personalised resources made specifically for their child.

***Please note that information included in this Accessibility Policy is subject to change due to circumstances beyond the academy's control.***

***We will endeavour to update any changes in an appropriate time frame.***

**Please refer to the SEN policy and information report and inclusion page for full information on how the academy supports children with special and additional educational needs.**