



# Accessibility Plan 2024-25

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SLT Reviewer: Ms J Pardoe



## **1. Compliance**

1.1. This policy has been prepared with due regard to the following statutory provisions and guidance:

1.1.1. Equality Act 2010

1.1.2. Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

1.1.3. The Department for Education's guidance, "The Equality Act 2010 and schools" May 2014.

## **2. About this accessibility plan**

2.1. This document should be read in conjunction with the Morecambe Bay Academy Equality Statement.

2.2. Everyone at the school has equal value. The school's Equality Statement is based on the principle of respect for each individual. The school is committed to taking positive action in the spirit of the Equality Act 2010 and all members of the school are committed to developing a culture of inclusion, support and awareness within the school so that each individual can grow and flourish regardless of Sex, Race, Religion Faith or Belief, Disability, Age, Sexual Orientation, Age, Gender Re-assignment, Marriage and Civil Partnership and Pregnancy and Maternity (the Protected Characteristics).

2.3. This accessibility plan will be reviewed every year.

## **3. Objectives**

3.1. The key objectives of the school's accessibility plan is to reduce and eliminate any barriers to access the curriculum and to full participation in the school community for current pupils and prospective pupils with a disability and to help provide a safe, caring and friendly environment for all members of the school. In particular, this Accessibility Plan sets out the proposals of how the school intends to increase access to education for disabled pupils in three key areas, as follows:

3.1.1. promoting opportunities for disabled pupils to participate in the school curriculum;

3.1.2. developing the physical environment of the school to ensure that disabled pupils can take advantage of education and associated services; and,

3.1.3. ensuring that information is provided in the appropriate formats for disabled pupils, staff, parents and visitors so that they are not disadvantaged.

## 1. Improving Access to the Curriculum

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
<b>Ensure that the Accessibility Plan becomes an annual agenda item for Governors</b>	<p>Clerk to Governors to add to agenda.</p> <p>Governors to review / amend accessibility plan as necessary.</p>	Adherence to legislation.	Ongoing	Acting Headteacher	July 2025
<b>Ensure all policies consider the implications of disability access</b>	<p>Review all policies to analyse the impact on pupils/employees with disabilities.</p> <p>Consult pupils and employees on any proposed changes.</p> <p>Implement new policies as necessary.</p>	Policies reflect current legislation and best practice.	Ongoing	Acting Headteacher	July 2025
<b>Improve employee awareness of disability issues</b>	Identify pupils with an SEN statement and/or EHCP and	Whole-School community aware of issues.	Ongoing	Acting Headteacher	July 2025

	<p>ensure that SEN information available to all employees.</p> <p>Review employee training needs and provide training for employees as appropriate.</p>				
<b>Annual review of curriculum to ensure that needs of pupils are met</b>	Regularly review SEN provision.	All pupils regardless of SEN or disability have full access to the curriculum and feel included.	Ongoing	Acting Headteacher	July 2025
<b>Ensure that external agency support is identified and delivered for all pupils in need</b>	Assess the needs of all pupils and contact external agencies as necessary.	<p>Wider ranges of teaching styles used.</p> <p>Pupils with identified needs have access to additional resources to support learning.</p>	Ongoing	Acting Headteacher	July 2025
<b>Provide specialist equipment to promote participation in learning by all pupils</b>	<p>Assess the needs of pupils in each class and provide specialist equipment as needed.</p> <p>Use multimedia activities to support most curriculum areas.</p>	Pupils will be able to develop independent learning skills.	Ongoing	Acting Headteacher	July 2025

	<p>Use interactive IT equipment.</p> <p>Use specific equipment sourced from occupational therapy.</p>				
<p><b>Continue to train employees to enable them to meet the needs of children with a range of SEN</b></p>	<p>SENCO to review the needs of pupils and provide training to employees as needed.</p> <p>Employees dealing with vulnerable groups undertake the appropriate training from external agencies as necessary.</p> <p>All employees have access to pupil SEN support plans to understand how they can provide assistance generally.</p> <p>Ensure that extra training is readily available on request.</p>	<p>Employees are able to enable all children to access the curriculum.</p> <p>Sustained progress made by all pupils.</p>	Ongoing	Acting Headteacher	July 2025
<p><b>Ensure that all pupils are able to access extra-curricular activities</b></p>	<p>Review out-of-school provision to comply with legislation.</p>	<p>All providers of out-of-school education will comply with legislation to ensure</p>	Ongoing	Acting Headteacher	July 2025

	<p>Provide the necessary training to employees.</p> <p>Ensure that there is sufficient support staff to assist the disabled pupils.</p>	<p>that needs of all children are met.</p> <p>More opportunities available for pupils with disabilities.</p>			
<p><b>Promote the involvement of disabled pupils in classroom activities</b></p>	<p>Train relevant employees.</p> <p>Create positive images of disability within the school so that pupils have some understanding of the needs of disabled pupils.</p> <p>Use specialist equipment.</p>	<p>Greater involvement and participation by disabled pupils.</p>	<p>Ongoing</p>	<p>Acting Headteacher</p>	<p>July 2025</p>
<p><b>Provide activities for disabled pupils at break and lunch times</b></p>	<p>Supervised safe space with activities for disabled pupils.</p>	<p>Improved confidence, attendance, self-esteem and social interaction.</p>	<p>Ongoing</p>	<p>Acting Headteacher</p>	<p>July 2025</p>

## 2. Improving Access to the Physical Environment

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
<b>Ensure all pupils/parents/visitors can access all areas of the school</b>	<p>Undertake and audit of the accessibility of school buildings and grounds. Suggest actions and implement as budget allows.</p> <p>Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability.</p> <p>Include questions in the school surveys about pupil/parent access needs.</p> <p>Utilise disabled parking spaces for disabled to drop off and collect children.</p>	<p>Modifications made to school building to improve access.</p> <p>All areas of the school building accessible.</p> <p>All disabled parents and pupils have every opportunity to be involved.</p>	Ongoing	Acting Headteacher	July 2025
<b>Ensure classrooms optimally organised for disabled pupils</b>	Obtain guidance from specialists (hearing impaired service, autism)	Disabled pupils able to access learning	Ongoing	Acting Headteacher	July 2025



	service, speech & language, educational psychology, family support etc).	environment more effectively.			
<b>Improve signage of evacuation procedures, internet safety and fire drills.</b>	<p>Undertake audit of current signage.</p> <p>Obtain feedback from employees, pupils and visitors.</p> <p>Replace signage to take account of appropriate colour schemes / size etc.</p>	<p>New signs clear and updated as required.</p> <p>Visually impaired employees/pupils/p arents/visitors able to read and follow instructions on signage.</p>	Ongoing	Acting Headteacher	July 2025

### 3. Improving Provision of Information to ensure that all pupils have equal access to school information

<u>Actions / Targets</u>	<u>Strategies</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Responsibility</u>	<u>Monitoring</u>
<p><b>Improve communications with disabled pupils</b></p>	<p>Teaching school to liaise with specialist employees to better understand the different formats of information available.</p> <p>Audit school library to ensure the availability of large font and easy read texts available.</p> <p>Review signage around the school to ensure it is accessible to all.</p> <p>Ensure the school website is clear, simple and easy to navigate.</p> <p>Obtain feedback from pupils, employees, parents and visitors.</p>	<p>Increased variety of information available and increased choices of how to access information.</p> <p>Improved communication with disabled pupils.</p>	<p>Ongoing</p>	<p>Acting Headteacher</p>	<p>July 2025</p>

	Emergency evacuation systems to include alarms with both visual and auditory components.				
<b>Ensure that all parents and other members of the school community can access information</b>	<p>Improve the availability of documents being provided in alternative formats (e.g. large print, braille, simplified/reduced language and audio format).</p> <p>Ensure the school website is clear, simple and easy to navigate.</p>	Improved access to information.	Ongoing	Acting Headteacher	July 2025
<b>Ensure that parents who are unable to attend school because of a disability can access parents' evening information.</b>	Employees to hold parents' evenings by phone or send home written information.	Parents are informed of pupil's progress.	Ongoing	Acting Headteacher	July 2025