



## Accessibility Plan

Plan	Accessibility
Date written	October 2021
Date to be reviewed	October 2022
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### Legal Framework that supports this plan:

- Equalities Act 2010
- Special Educational Needs and Disability Regulations 2014

At Morecambe Bay Academy, we are working together on our values. We want every member of our community to feel that they **belong** to the academy and to each other. It is only from a secure sense of personal value and community that we can engage with the world around us.

We **believe** that change is possible and in the potential of every student. We encourage building self- confidence and belief in the best possible future.

And as students become part of this journey with the learning community, they will go on to **achieve**, both personally and academically.

### Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.



## Accessibility Plan

### What does accessibility and inclusion mean for our Academy?

We are committed to providing an academy that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our Academy environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

### Definition of disability

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.



## Accessibility Plan

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the Academies website. We understand that the Bay Learning Trust will monitor the Academies activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### Reasonable adjustments for disabled people

Where something the Academy does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

### Objectives

Morecambe Bay Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Academy recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Morecambe Bay Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

**Belong | Believe | Achieve**



## Accessibility Plan

- ♣ Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 after-school clubs, leisure and cultural activities or schools 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;
- ♣ Improve and maintain access to the physical environment of the Academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- ♣ 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 school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Morecambe Bay Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole Academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ♣ Behaviour Management Policy
- ♣ Curriculum Policies
- ♣ Emergency Plan
- ♣ Health & Safety Policy



## Accessibility Plan

- ♣ School Improvement Plan
- ♣ Special Educational Needs Policy
- ♣ Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the Academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.  
The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our Academy were identified by:

- The Governing Body
- Principal

## Accessibility Plan

- SENCO
- School Business Manager
- Site Supervisor and site team

### Compliance with the Equality Act 2010

What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
To ensure that the accessibility plan is coproduced with young people with SEND, their families and other stakeholders	<ul style="list-style-type: none"> <li>- Using student voice, pupils will look at the environment and identify if it supports or hinders their SEND need</li> <li>- Small group of students to help produce 2022-23 accessibility plan</li> </ul>	SENCo	July 2022
To ensure that staff understand the Equality Act of 2010	<ul style="list-style-type: none"> <li>- That staff have a good understanding of the requirements of the Equality act and understand the requirement to make reasonable adjustments</li> </ul>	SENCo	December 2021
to ensure that all staff understand the needs of pupils and support them accordingly	<ul style="list-style-type: none"> <li>- Staff have a better understanding of the individual needs of the pupils</li> <li>- Provide work which is differentiated to the individual needs of the student</li> </ul>	SENCo	December 2021

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	<ul style="list-style-type: none"> <li>- To use support effectively within the classroom to enhance the learning of the SEND pupils</li> </ul>		
To ensure that SEND pupils are involved in the recruitment process of teaching assistants	<ul style="list-style-type: none"> <li>- Send pupils to take part in the interview panels for teaching assistants</li> <li>- To ensure that all aspects of SEND are represented on the panel</li> </ul>	SLT	December 2021

### Access to the Physical Environment

What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
To ensure that emergency and evacuation systems are accessible to all e.g. do alarms have visible and audible elements?	<ul style="list-style-type: none"> <li>- Improved evacuation systems which have a siren and a light to support HI and VI students when leaving the building and identifying when an evacuation is in process</li> </ul>	Compliance team Business Manager Site team	July 2022
To ensure that rooms are optimally organised for pupils with a physical disability	<ul style="list-style-type: none"> <li>- VI students sat at the front of the class</li> <li>- HI away from doors and windows</li> <li>- Ensure that there is enough room for a student to move safely around the</li> </ul>	Site team Teaching staff	On-going

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	classroom and not face tripping over objects		
To ensure that calm low sensory areas are available in the Academy	<ul style="list-style-type: none"> <li>- An area where students with sensory needs can de-stimulate and calm down in an area which will not trigger their senses into overload</li> </ul>	SENCo	On-going
To consult with SEND pupils regarding the accessibility of classrooms, toilets and changing facilities etc	<ul style="list-style-type: none"> <li>- Students to have had input into how the layout of the school and the</li> <li>- Ir own needs are being met. Help to formulate support plans for moving around the building in a way which is safe for them.</li> </ul>	SENCo	On-going

### Ensuring that the Academy is inclusive

What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
To ensure that all signage is accessible throughout the Academies environment, as well as all activities and events	<ul style="list-style-type: none"> <li>- Students can move around the academy independently without having to ask people where they need to go and if they are going in the correct direction</li> </ul>	Business Manager Site team	July 2022



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	<ul style="list-style-type: none"> <li>- Ensuring that events and activities are accessible for the students to allow independence</li> </ul>		
To target small groups and/or individuals to improve self-esteem, confidence and social skills	<ul style="list-style-type: none"> <li>- Students with improved self-esteem, confidence and social skills, with a reduction in anxiety and other SEMHD needs</li> </ul>	SENCo	July 2022
To use creative and flexible solutions to ensure that pupils with SEND can move easily between classrooms	<ul style="list-style-type: none"> <li>- Students can move around the academy independently without having to ask people where they need to go and if they are going in the correct direction</li> <li>- Strategies in place like leaving lesson five minutes early, buddy system, maps with photographs on, picture cue cards</li> </ul>	SENCo	July 2022
To work closely with the families of SEND students to remove barriers to learning	<ul style="list-style-type: none"> <li>- Termly meetings set up to discuss the individual needs of the students</li> <li>- Parents have either phone or email access to senco</li> <li>- All barriers to learning removed and student actively engaging without any</li> </ul>	SENCo	July 2022

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	barriers preventing them to make progress		
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### Access to the Curriculum

What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
To ensure that teachers and support staff are appropriately trained in supporting SEND pupils	<ul style="list-style-type: none"> <li>- Staff have a better understanding of the individual needs of the pupils</li> <li>- Provide work which is differentiated to the individual needs of the student</li> <li>- To use support effectively within the classroom to enhance the learning of the SEND pupils</li> <li>- To have staff who have participated in SEND CPD</li> </ul>	SENCo SLT	July 2022
To ensure that staff have high aspirations and expectations of pupils with SEND	<ul style="list-style-type: none"> <li>- Students who can accept a challenges and show understanding that staff are wanting the best out of them and that all students know that they can achieve</li> </ul>	SENCo SLT	July 2022
To ensure that the attainment gap between pupils with SEND and those without SEND	<ul style="list-style-type: none"> <li>- The gap in attainment has narrowed and that students are working at ARE in all subjects</li> </ul>	SENCo SLT	July 2022

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are being reduced over time whilst ensuring that the high achievement of the most able	<ul style="list-style-type: none"> <li>- To have a smaller gap between all groups of students</li> </ul>		
to ensure that progress made by pupils at SEND Support and with and EHCP is as good as that made by pupils with SEND nationally	<ul style="list-style-type: none"> <li>- The gap in attainment has narrowed and that students are working at ARE in all subjects</li> <li>- To have a smaller gap between all groups of students</li> <li>- That our figures are inline with national average or above</li> </ul>	SENCo SLT	July 2022

### Access to Information advice and guidance

What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
To ensure that review meetings are held at times when parents/guardians are able to attend	<ul style="list-style-type: none"> <li>- Parents and students are able to attend review meetings – allowing active participation from all parties</li> <li>- To have all groups working together coherently</li> </ul>	SENCO	July 2022
To develop communication channels and review processes that enable two-way information sharing with families	<ul style="list-style-type: none"> <li>- Information is shared at various points throughout the year.</li> <li>- Parents have an active role in the SEND process and are kept up to date regularly</li> </ul>	SENCO	July 2022

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	<ul style="list-style-type: none"> <li>- That parents feel supported by the academy and that they are happy with the processes in place</li> </ul>		
<p>To have information available in a variety of formats :</p> <ul style="list-style-type: none"> <li>- Different languages</li> <li>- Easy read</li> <li>- Large print</li> <li>- braille</li> <li>- Symbols</li> <li>- Audio</li> </ul>	<ul style="list-style-type: none"> <li>- All parents and students have access to information in a format that meets their individual needs</li> <li>- To be able to have students taking a far greater role in their own education</li> </ul>	<p>Reprographics SENCo SLT</p>	<p>July 2022</p>
<p>To ensure that staff are familiar with ICT used to share information with people with disabilities</p>	<ul style="list-style-type: none"> <li>- Students and staff using microphones, reading software and other suitable items</li> <li>- Being used in lessons effectively and in a supportive way</li> </ul>	<p>HLTA SENCO Network team</p>	<p>July 2022</p>