

# Accessibility Plan

Morecambe Bay Academy  
Dallam Avenue  
Morecambe  
LA4 5BG

T: [01524 410207](tel:01524410207)

E: [reception@morecambebayacademy.lancs.sch.uk](mailto:reception@morecambebayacademy.lancs.sch.uk)

[www.morecambebayacademy.co.uk](http://www.morecambebayacademy.co.uk)

[www.baylearningtrust.com](http://www.baylearningtrust.com)

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2023 SLT Review: J Pardoe



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## Statement of intent

This plan outlines the proposals of the governing body of Morecambe Bay Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

This policy should be read in conjunction with the Equalities Policy.

As a school we already work hard to improve inclusion of all pupils including those with disabilities as evidenced below:

### **Increasing the extent to which disabled pupils can participate in the school curriculum.**

- Regular meeting between SENDCO and Teaching Assistants to ensure smooth information flow regarding all pupils with SEND including disabled pupils.
- Training in inclusion strategies through Teaching & Learning INSET/CPD
- Regular CPD sessions covering pupils with specific learning barriers e.g. Asperger's, Hearing Impaired and Autistic spectrum disorders.
- Staff and governors are aware of their responsibilities and requirements under the new legislation.

- SEND advice is given, via Provision Maps, on classroom layout for pupils with disability. For example, Hearing Impaired pupils should be near the front at the appropriate side of the room; staff should avoid speaking with back turned towards them when writing on the board.
- Advice and guidance for all pupils with SEND is located in Provision Maps. It offers clear, regularly updated guidance to staff on how to get the best from the students.
- Lessons are for all to achieve in. Work is scaffolded as necessary. A number of Teaching Assistants are employed within school to facilitate access.
- Access is enhanced and provided by effective deployment of Teaching Assistants and Members of the Support Team: Learning.

### **Improving the physical environment of the school**

- We re-room classes to ensure disabled pupils have full access to their timetable wherever possible.
- Rooms are optimally organised for pupils with physical disabilities.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early.
- We suggest alternative activities for disabled pupils who cannot engage in particular activities.
- We provide ICT facilities for SEND pupils, including disabled pupils, which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
- School visits take into account students with disabilities. Visits are planned for in advance; an assessment is undertaken of accessibility as necessary.
- We ensure staff have the necessary training to teach and support students with disabilities as necessary, and regularly assess training requirements for new staff or with regards to new need.
- We plan lessons responsive to pupil diversity. Projects and lessons that educate the whole community of disability, e.g. PSHE Days and employment of peer tutoring techniques are used.
- We annually review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.

- We will give due consideration for any new build / major upgrade to incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non-slip flooring).

**Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:**

- We provide information in large print, or on different coloured paper, for students who may have difficulty with standard forms of printed information.
- We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

## Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome criteria	Review
Specialist advice and support	Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum e.g. occupational therapy, hearing impairment services, visual impairment services, Child & Adult Mental Health services as necessary	SENDCO	On-going	School access specialist advice and support as appropriate to individual needs	July 2024
Literacy standards in SEND and EAL pupils	Implement Integrated Learning Packages across KS3 to boost literacy and reading standards for identified pupils.	Head of English Reading Lead SENDCO Support Team: Learning	On-going	Pupils make good progress in reading and literacy and are able to engage with curriculum	July 2024
Medical conditions	Ensure care plans are in place	SENDCO Support Team: Learning	On-going	Care plans in place	July 2024

Medical conditions	Ensure correct procedures for storage and administration of medicines are in place	SENDCO Support Team: Learning	On-going	Medicines securely stored	July 2024
Medical conditions	Ensure key staff are trained in first aid, EpiPen, asthma, epilepsy and other conditions as necessary	SENDCO Support Team: Learning			July 2024

## Planning Duty 2

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome	Review
Disabled parking spaces	When planning any new car parking consider creating designated Disabled Parking spaces	Executive Principal	On-going	More parking spaces available	July 2024
Ramp access	Consider the access to any new building – does it have wheelchair/ramp access	Executive Principal	On-going	Better access for disabled pupils	July 2024

### Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome criteria	Review
Attitudes to difference, equal opportunities and discrimination	Promote positive values through our PSHE programme to ensure positive attitude to equal opportunities	Head of Department Support Team: Learning	On-going	Pupil Voice feedback reflects impact of equal opportunities education	July 2024
Signage for visually impaired	Increased signage and colour coding, including pictures where necessary	School Site Manager	On-going	Pupils and staff clear regarding signage	July 2024
Written information	Improve the delivery of written information e.g. timetables, textbooks and information about the school and school	Reprographics SENDCO SLT	On-going	People with disabilities get written information in preferred format	July 2024



	events in various preferred formats within a reasonable timeframe				
Fire Evacuation	Where fire systems are renewed, to consider installation of flashing lights to complement fire alarm	School Site Manager	On-going	Hearing impaired students can see the fire alarm	July 2024
Fire Evacuation	For pupils with mobility issues, consider how they are evacuated safely in the event of a fire and produce Personal Emergency Evacuation Plans (PEEPS) where appropriate	School Site Manager	On-going	Pupils identified mobility issues have Personal Emergency Evacuation Plans in Place	July 2024