



Accessibility Plan

2026-27

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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>
Ensure that the Accessibility Plan becomes an annual agenda item for Governors	Clerk to Governors to add to agenda. Governors to review / amend accessibility plan as necessary.	Adherence to legislation.	Ongoing	Headteacher	July 2027
Ensure all policies consider the implications of disability access	Review all policies to analyse the impact on pupils/employees with disabilities. Consult pupils and employees on any proposed changes. Implement new policies as necessary.	Policies reflect current legislation and best practice.	Ongoing	Headteacher	July 2027
Improve employee awareness of disability issues	Identify pupils with an SEN statement and/or EHCP and	Whole-School community aware of issues.	Ongoing	Headteacher	July 2027

	ensure that SEN information available to all employees. Review employee training needs and provide training for employees as appropriate.				
Annual review of curriculum to ensure that needs of pupils are met	Regularly review SEN provision and universal classroom off.	All pupils regardless of SEN or disability have full access to the curriculum and feel included.	Ongoing	Headteacher	July 2027
Ensure that external agency support is identified and delivered for all pupils in need	Assess the needs of all pupils and contact external agencies as necessary. Work in partnership with Acorn Psychology to audit and develop provisions to meet main areas of need.	Wider ranges of teaching styles used. Pupils with identified needs have access to additional resources to support learning.	Ongoing	Headteacher	July 2027
Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of pupils in each class and provide specialist equipment as needed. Develop and honour access arrangements for pupils.	Pupils will be able to develop independent learning skills.	Ongoing	Headteacher	July 2027

	Use multimedia activities to support most curriculum areas. Use interactive IT equipment with purpose and impact. Use specific equipment sourced from occupational therapy or specialist teaching services where appropriate.				
Continue to train employees to enable them to meet the needs of children with a range of SEN	SENCO to review the needs of pupils and provide training to employees as needed. Employees dealing with vulnerable groups undertake the appropriate training from external agencies as necessary. All employees have access to pupil SEN support plans to understand how they can provide assistance generally.	Employees are able to enable all children to access the curriculum. Sustained progress made by all pupils.	Ongoing	Headteacher	July 2027

	Ensure that extra training is readily available on request.				
Ensure that all pupils are able to access extra-curricular activities	Review out-of-school provision to comply with legislation. Provide the necessary training to employees. Ensure that there is sufficient support staff to assist the disabled pupils.	All providers of out-of-school education will comply with legislation to ensure that needs of all children are met. More opportunities available for pupils with disabilities.	Ongoing	Headteacher	July 2027
Promote the involvement of disabled pupils in classroom activities	Train relevant employees. Create positive images of disability within the school so that pupils have some understanding of the needs of disabled pupils. Use specialist equipment.	Greater involvement and participation by disabled pupils.	Ongoing	Headteacher	July 2027
Provide activities for disabled pupils at break and lunch times	Supervised safe space with activities for disabled pupils.	Improved confidence, attendance, self-esteem and social interaction.	Ongoing	Headteacher	July 2027

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>
Ensure all pupils/parents/visitors can access all areas of the school	Undertake and audit of the accessibility of school buildings and grounds. Suggest actions and implement as budget allows. Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability. Include questions in the school surveys about pupil/parent access needs.	Modifications made to school building to improve access. All areas of the school building accessible. All disabled parents and pupils have every opportunity to be involved.	Ongoing	Headteacher	July 2027

	Utilise disabled parking spaces for disabled to drop off and collect children.				
Ensure classrooms optimally organised for disabled pupils	Obtain guidance from specialists (hearing impaired service, autism service, speech & language, educational psychology, family support etc).	Disabled pupils able to access learning environment more effectively.	Ongoing	Headteacher	July 2027
Improve signage of evacuation procedures, internet safety and fire drills.	Undertake audit of current signage. Obtain feedback from employees, pupils and visitors. Replace signage to take account of appropriate colour schemes / size etc.	New signs clear and updated as required. Visually impaired employees/pupils/p arents/visitors able to read and follow instructions on signage.	Ongoing	Headteacher	July 2027

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>
Improve communications with disabled pupils	Teaching school to liaise with specialist employees to better understand the different formats of information available. Ensure the school website is clear, simple and easy to navigate. Obtain feedback from pupils, employees, parents and visitors. Emergency evacuation systems to include alarms with both visual and auditory	Increased variety of information available and increased choices of how to access information. Improved communication with disabled pupils.	Ongoing	Headteacher	July 2027

	components. PEEPS in place where appropriate.				
Ensure that all parents and other members of the school community can access information	Improve the availability of documents being provided in alternative formats (e.g. large print, braille, simplified/reduced language and audio format). Ensure the school website is clear, simple and easy to navigate.	Improved access to information.	Ongoing	Headteacher	July 2027
Ensure that parents who are unable to attend school because of a disability can access parents' evening information.	Employees to hold parents' evenings by phone or send home written information.	Parents are informed of pupil's progress.	Ongoing	Headteacher	July 2027