



Marches Academy Trust

Date of last review: December 2016

Disability and Accessibility Policy

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1. ACCESS PLAN – PART 1

Increasing Access for Disabled Students to the School Curriculum

Targets	Strategies	Outcome	Time Frame	Resources
<p>1. Teachers continue to develop skills to support the students who have differing disabilities.</p>	<ul style="list-style-type: none"> • SEND Department produces staff information for individual students and conditions including speech and language, ASD support, physical difficulties etc. • Year 6 Transition meetings with feeder schools to discuss SEND needs of students. • Allocated SEND staff attendance at Year 6 annual reviews. • Liaison between outside agencies and SEND Department/Medical Lead to ensure appropriate and necessary information is shared with staff. • SEND Register updated and shared with staff termly. • All students with Statements/EHCP and SENCO/Student. • Support receive termly PCP targets/outcomes which includes information about their areas of additional need/ difficulty. 	<ul style="list-style-type: none"> • Teaching and support staff aware of student disability and have a greater understanding of disability issues, including those specific to the students that are in attendance. 	<p>On going</p>	<ul style="list-style-type: none"> • SENCO list/SEND Register, SENCO booklet, Medical Information • Pupil Centred Plans. • Use of keyworkers and mentors. • Staff training.

Targets	Strategies	Outcome	Time Frame	Resources
<p>2. Develop a range of learning resources that are accessible to students with different disabilities</p>	<ul style="list-style-type: none"> • Subject areas to feedback to SEND Department if any specialist equipment is needed for students in that lesson. • Liaison with external agencies (ie. Occupational Therapy, Sensory Inclusion Service) to ensure that the right equipment is sourced specific to a students' needs. • Support for SENCO/ Examination Officer to ensure appropriate external exam access arrangements have been made. • Subject leaders and teachers to monitor internal exam access is in line with those outlined by the external assessments. • Sensory advice and guidance is followed for individuals as directed by external agencies. 	<ul style="list-style-type: none"> • Students with disabilities have increased access to curriculum materials and are not disadvantaged in examinations. 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Teaching Assistants. • Sensory Support resources and CAMHS. • Occupational Therapy. • All teaching staff time. • Exam Office and SEND Department time.

Targets	Strategies	Outcome	Time Frame	Resources
3. Teaching staff develop their knowledge of different teaching and learning styles Identify suitable professional development opportunities for staff.	<ul style="list-style-type: none"> Teachers to consider learning styles favoured by students with disabilities and plan lessons accordingly. To provide professional development opportunities to ensure high quality teaching, differentiated for individuals. 	<ul style="list-style-type: none"> Teachers develop and use those teaching strategies which most suit the learning style of students with a disability. Improve attainment for students with disabilities. 	Ongoing	<ul style="list-style-type: none"> Schemes of work reflect different teaching styles. Training school link.

Targets	Strategies	Outcome	Time Frame	Resources
4. Staff, Governors and parents to be made aware of the Special Educational Needs & Disabilities Code of Practice 2014	<ul style="list-style-type: none"> SENCO updates and training, offered to all teachers, support staff and Governors. 	<ul style="list-style-type: none"> All staff and Governors are advised of the legal and moral obligation placed upon the school to provide, wherever possible, an education that is fully accessible to all students. 	Ongoing	<ul style="list-style-type: none"> Governor's receive reports on SENCO At least annual SENCO updates on training days.

Targets	Strategies	Outcome	Time Frame	Resources
5. When planning school trips involving students with impairment or disabilities, the school will make every effort	<ul style="list-style-type: none"> The Trip Leader and Education Visits Coordinator/ Business Manager will undertake a risk assessment relating to any group member with an impairment or disability. Any reasonable additional 	<ul style="list-style-type: none"> All students, where possible, with a disability/ Impairment have the opportunity to take part in a school trip, including those 	Ongoing	<ul style="list-style-type: none"> Time to carefully plan the trip to include a detailed risk assessment relating to students with disability/

to accommodate their needs and thereby allowing them access to the experience.	<p>expenditure necessary to accommodate students with a disability/impairment must be considered.</p> <ul style="list-style-type: none"> • Amendments to an itinerary, staffing arrangements and transport should all be carefully considered when considering a student with a disability. 	overseas.		<p>impairment</p> <ul style="list-style-type: none"> • Additional cost associated with above student/s taking part in the trip • Paperwork and procedures in place to ensure consideration in the planning stages of the trip
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2. ACCESS PLAN – PART 2

Increasing Access to the Physical Environment of the school

Targets	Strategies	Outcome	Time Frame	Resources
1. Ensure that emergency evacuation procedures take account of the needs of students with disabilities.	<ul style="list-style-type: none"> • Identify students and review their needs. • Ensure that appropriate planning including places of safety and staff responsibilities have been established. 	<ul style="list-style-type: none"> • Identified students are safe and have a clearly recognised set of procedures in place to meet their individual needs in case of a fire, or other emergencies requiring evacuation. • Staff are able to assist in an efficient evacuation procedure. 	Ongoing	<ul style="list-style-type: none"> • Evacuation procedures booklet

Targets	Strategies	Outcome	Time Frame	Resources
2. Monitor level access to ground floor facilities. Monitor lifts/stairs to upper floors where used and ensure access is appropriate.	<ul style="list-style-type: none"> Through site inspection ensure that all entrances are accessible and any remedial work carried out effectively. Site inspections carried out alongside checks on lifts/stairs. 	<ul style="list-style-type: none"> No restriction to entrance and exit of any building on the school site. 	Ongoing	<ul style="list-style-type: none"> Within Site Team Duties Sensory Inclusion Services reports. Occupational Therapy reports.

Targets	Strategies	Outcome	Time Frame	Resources
3. Apply a no cost curriculum planning solution to providing classroom accessibility to students with disabilities.	<ul style="list-style-type: none"> Timetable modified where necessary so that a particular teaching group can be located in rooms with easy access. 	<ul style="list-style-type: none"> Where possible students with disabilities have full access to teaching areas because they are in accessible rooms. 	Ongoing	<ul style="list-style-type: none"> None.

Targets	Strategies	Outcome	Time Frame	Resources
4. Provide appropriate furniture/equipment where necessary for students with disabilities.	<ul style="list-style-type: none"> Plan for the purchase of furniture/equipment to meet the needs of known students with disabilities based on specialist advice received. 	<ul style="list-style-type: none"> School is able to respond rapidly in providing appropriate furniture/ Equipment. 	Ongoing	<ul style="list-style-type: none"> Subject to need. Support through Sensory Inclusion Services. Support through Occupational Therapy Teams.

3. ACCESS PLAN – PART 3

Increasing the Delivery of Written Information to Disabled Students

Targets	Strategies	Outcome	Time Frame	Resources
1. To make written information more accessible to students with disabilities and at home	Where appropriate the school plan for the provision of: <ul style="list-style-type: none">• Enlarged resource materials and exam papers.• Papers copied onto coloured paper where needed.• Enlarged written communication with home.• An electronic version of all school/home communication.	<ul style="list-style-type: none">• Students with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats.		<ul style="list-style-type: none">• Examinations Officer.• Updating of Website.• Use of the Milk App accessed by Students/ Parents and Carers.