

Accessibility Plan

Marton Manor



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Marton Manor's school's principles and values that relate to equality and inclusion are:

That all children are unique and every teacher is a teacher of every child – irrespective of individual need. We believe that wherever possible, children have an equal right to an inclusive education, which enables them to fully develop their personal, social and intellectual potential and to experience success every single day. We understand the importance of targeted, appropriate intervention to promote achievement beyond expectation. The school staff and pupils work together as a team to ensure high achievement. The Core Inclusion Offer provides further details on the range of specialist support on offer at each of the academies (sometimes referred to as 'Local Offer' or SEN Information Report')

This plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. In association with Lingfield Trust and Middlesbrough Council.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Head Teacher, School Business Manager and SENDCO

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with Lingfield Trust funding agreement and articles of association

3. Action plan (Access Audit)

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

ASSESS Academy staff complete baseline assessments for all EYFS children. This provides us with accurate information about cognitive development and social skills. Class teachers and SLT analyse this data, and this allows them to identify children who may require additional support with learning. Once an additional need is identified, parents are informed and the SENDCo continues to monitor progress. Parental feedback and student voice are gathered. This can then lead on to specific cognitive, language, emotional and/ or physical and sensory assessments. On-going assessment helps to inform the level of support required to address any issues a child may have throughout their time at the academy. Progress is monitored and data from class teachers is collated every term and tracked using a data tracking tool.

PLAN How will academy staff support my child and how will parents be involved in planning for those needs? All staff are aware of a student's individual needs via a Sen Support Plan (SSP). SSPs are working documents for children with SEN written by the teacher in partnership with any outside specialists involved with the child. All staff are responsible for ensuring the plan is followed and appropriate provision is in place so that each child with SEND can participate effectively in every aspect of academy life.

DO How will the curriculum be matched to my child's needs? SEND intervention is coordinated by the SENDCo. Quality first teaching in the classroom supports the child. Some children will require more intensive levels of support. When a child has been identified with special needs, their work may need to be differentiated by the class teacher to enable them to access a broad, balanced and relevant curriculum more easily.

This may also require specific resources e.g. writing slopes, coloured overlays. Targets will be set according to the child's area of need. These will be monitored by the classroom teacher and by the SENDCo three times a year. Discussion will take place with parents at parent's evenings. The SENDCo will also be available to answer specific concerns. If a child is not making the expected progress and specific gaps are then identified, it may be appropriate for them to work within a smaller intervention group. These groups may be run inside the classroom or outside by a teacher, teaching assistant or a specialist from outside the academy. Higher levels of support may be required through a more detailed Education, Health and Care Plan (explained later in this document).

REVIEW How will I know how my child is doing and how will you help me support my child? Student progress is reviewed each term and parents are invited into school twice a year for parent / teacher consultations, (parents of children with SSPs are offered at least 4 opportunities throughout the year to meet with their child's teacher) where they will also receive and discuss their child's progress report. The SENDCo monitors the whole academy assessment data and highlights any students that are not achieving expected outcome levels. EHCPs are reviewed annually but an interim review can be called at any time, should the need arise.

AIM	CURRENT GOOD PRACTICE	CURRENT IN SCHOOL	ACTIONS TO BE TAKEN/OBJECTIVES	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION ON SUCCESS
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Children have access to breakout spaces and calm areas to support emotional regulation.</p> <p>Different coloured paper/coloured overlays is used for children with visual impairments/dyslexia etc</p> <p>Enlarged texts are used, slope boards, magnifiers and specialist iPad technology are all used to support children with visual impairments.</p> <p>Children with sensory needs have access to ear defenders, fidget toys, chew buddies</p> <p>PE Adaptions resources for visually and hearing-impaired children – bright coloured balls – balls which make a noise when thrown-currently one VI child, no HI children. Extra resources would need buying if a child attended who was HI.</p> <p>Extra PE for children who require these basic skills taught with deeper level of understanding. Extra staff in PE sessions.</p> <p>Books across school are inclusive of all people and children with any disabilities</p> <p>These specific books are mapped into the academic years reading</p>	<p>If a child joins the school with a HI need advice will be sought from the Local Authority HI team and appropriate resourced purchased or borrowed to support all areas of the curriculum.</p>	K.BLADES	ONGOING	

The school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adults' users with a disability.

Information gathering to assist this accessibility plan, is compiled from a variety of areas some examples are below:

- The school's present pupils along with the future intake (advanced information from pre-school settings and the LA).
- Staff knowledge and skills of needs of disabled pupils and awareness of Equalities legislation
- School policies and practices e.g. related to the administration of medicines, timetabling, anti-bullying policy, school visits and teaching and learning.
- Attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits.
- How our information is provided for disabled pupils.
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities.
- The views and aspirations of disabled pupils and their families along with other disabled people or voluntary organisations.

Including personalised actions and provision on SEND Support Plans/EHCPs.

<p>Improve and maintain access to the physical environment</p>	<p>Ramps –</p>	<p>The school environment is adapted to the needs of pupils as required. This includes:</p> <p>Fixed internal ramps are in place for internal changes of levels</p> <p>And also available are ramps leading to entrances across the school</p>			
	<p>Corridor width</p>	<p>The corridor widths throughout the main of the school are predominantly above or in line with legal minimum requirements.</p> <p>There are two small passages way within school which has limited width access, the resolution to this would be access this space via an alternative route.</p>			
	<p>Disabled parking bays</p>	<p>The school has one main fully disabled parking bay close to the gate to enter school, if required the school make available an extra space by turning the space next to this disabled spot into accessible parking space due to the gap required for the walkway this allows extra space.</p>	<p>Future Premises Plans will indicate if Car Park is re-marked the space next to the disabled bay will indicate its change of use.</p>		
	<p>Disabled / Accessible Toilets Facilities</p>	<p>The school has fully accessible toilets in three areas within the school and changing facilities for children in various settings are also available across school</p>	<p>Designated bay provision 1-50 Two total car park</p>		
	<p>Library is at wheelchair-accessible height</p>	<p>The school has books across the whole school all accessible for all, it also has two library areas one of which has four tier shelving the other has lower shelving.</p>			

Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>We have some staff trained in basic Makaton. All classes use visual timetables. Individual children have their own visual timetables alongside 'now and next' visual boards.</p>	<p>More staff to receive Makaton training.</p> <p>Future investment in braille resources/signage on signs around the building.</p>	K.BLADES	APRIL 2025	
<p>The school's plan as above to reduce barriers to access the curriculum, achieving full participation for all pupils with a disability. Information gathering to assist in this area</p> <ul style="list-style-type: none"> • Staff knowledge and skills of needs of disabled pupils and awareness of Equalities legislation • The physical environment of the school. • Personalised actions and provision on SEND Support Plans/EHCPs. 						

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Lucy Rehbohm (Head Teacher) & Mrs Blades (SENDCO)..

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- SEND Information Report and the School's SEND Policy
- Equality information and objectives (public sector equality duty) statement for publication from MBC
- Lingfield Education Trust Special Educational Needs & Disabilities Policy
- Lingfield Education Trust Equality & Diversity Policy and Equality Objectives
- Lingfield Education Trust Risk Management Policy and Procedure