



Manor Drive Secondary Academy

ACCESSIBILITY PLAN

**TO BE PRESENTED TO GOVERNORS DURING THE SUMMER TERM
2022**

Date approved: ¹	8 December 2022
Date reviewed: ²	
Date of next review: ³	Summer 2025

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus 3 years

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1.0 AIMS

1.1 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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students.

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

1.3 At Manor Drive Secondary Academy we are committed to ensuring equal treatment of all our students, parents/carers, employees and all others involved in the school community, who may have any form of disability. We will endeavour to ensure that disabled young people and adults are not treated less favorably in any procedures, practices or service delivery.

1.4 Our Academy will not tolerate harassment of young people or adults with any form of impairment; this also includes students who are carers of any disabled family member.

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

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

1.7 The school supports any available partnerships to develop and implement the plan. Information on the Peterborough City Council Local Offer can be found at: www.peterborough.gov.uk/localoffer

1.8 The needs of a range of stakeholders have been considered in the development of this accessibility plan, including students, parents/carers, staff and Governors.

2.0 LEGISLATION AND GUIDANCE

2.1 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](#).

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

2.3 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.

2.4 Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of auxiliary aids.

3.0 ACTION PLAN

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1. Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum eg visuals, practical resources, scaffolded materials, vocabulary banks, glossaries, handouts, notes, double booking • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students • Reasonable adjustments are discussed with all staff to ensure access arrangements to be identified and actions for external examinations 	<ul style="list-style-type: none"> • To ensure that teachers have increased awareness of the needs of students and different learning styles • To ensure that work is appropriately differentiated to support progress • To ensure that PSHE content and assemblies promote inclusivity, equality and tolerance 	<ul style="list-style-type: none"> • Ensure SEND Profiles are updated regularly and distributed (termly) • Ensure recommendations from external professionals (Educational Psychology, Sensory Team, Physiotherapy and OT) are put into practice • Model differentiation where appropriate • Ensure assistive technology (laptops, Active Pens etc) are available where appropriate • Elements in place and reviewed termly / yearly as necessary 	SEN Lead	<ul style="list-style-type: none"> • Ongoing and reflective in practice • End of term assessments, parents evenings and monitoring points 	<p>All items to be audited by Senior Team / Governors and learning walks</p> <p>Increased awareness of needs, differentiation of curriculum to accommodate the needs. Evidenced in seating plan, SEN provision mapping, SEN support and lesson monitoring and tracking</p>

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	<ul style="list-style-type: none"> • Outreach to external services and agencies to ensure good practices in the Academy. Early Help, CAMHS, AATS, LA, YOUNITED • Outreach to external services and agencies to secure expert and specialised support • Outreach to specialist teachers who offer recommendations on existing good practice • Review of students' progress and additional needs through annual and termly reviews • Use of assistive technology to support students gain access to curriculum to help achieve potential 					

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2. Promote a sense of belonging	<ul style="list-style-type: none"> • Classroom set up to ensure mutual respect for ability / disability / behaviour through disability or not • Classrooms are appropriate safe places for learning to take place despite various disabilities • Strategies are in place for dealing with unacceptable behaviour • Tolerance, inclusivity of others are promoted with assemblies, collapsed days, promoting differences and togetherness 	<ul style="list-style-type: none"> • To ensure that classrooms are appropriate safe places for learning despite various disabilities • To ensure that strategies are in place for dealing with unacceptable behaviour 	<ul style="list-style-type: none"> • Develop social interaction with peers and wider opportunities • Encourage PD students to mix with mainstream peers in the refectory / playground. 	Whole Academy community. Pastoral Lead/ SEN Lead / Class Teacher	Ongoing and reflective in practice	<p>Stronger bonds, greater social interaction of disabled students with non-disabled</p> <p>Evidence of progress for all students</p>

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3. Access to the physical environment	<ul style="list-style-type: none"> • The environment is adapted to the needs of students as required • New building which is DDA compliant 	<ul style="list-style-type: none"> • To ensure all students have freedom of access the school site and the education it offers and to provide a place of wellbeing that they can access easily on the ground floor • To address issues relating to students' physical environment during Open Eyes /Student Council meetings once termly and to continue to have as an agenda item • To promote student independence as part of Preparation for Adulthood 	<ul style="list-style-type: none"> • Training for staff and students in using specialist equipment inc. wheelchairs, evacuation equipment and ICT. • Provide wheelchair skills training where necessary • Provide independent travel training around school and in the local community for students • Provide life skills teaching eg cooking skills. • Training to be provided on at least an annual basis 	SEN Lead	Ongoing and reflective in practice	<p>All items to be audited by SEN Lead, Student Council representative and Headteacher</p> <p>Issues are raised and addressed.</p> <p>Students feel their dignity is respected and independence promoted</p>

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4. Improve the delivery of information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:	To ensure all students have the same opportunity to access the curriculum and wider educational offer	<ul style="list-style-type: none"> • Student voice and student involvement is regular practice • School website • Regular communication with SEN parents- three formal contact points every year • SEN yearly report and termly provision mapping 	SEN Lead	Ongoing and reflective in practice	All items to be audited by Senior Team Students will feel included and equal
	<ul style="list-style-type: none"> • Access to Chromebooks 	In place	Available on request	SEN Lead	Available	
	<ul style="list-style-type: none"> • Internal signage 	In place	In place	Site Manager	Ongoing	
	<ul style="list-style-type: none"> • Powerpointed lessons 	In place	In place	Senior Team	Complete	
	<ul style="list-style-type: none"> • Large print resources 	Short term	Available on request	SEN Lead	Available	
	<ul style="list-style-type: none"> • Braille 	Short term	Available on request	SEN Lead	Available	
	<ul style="list-style-type: none"> • Induction loops 	Short term	Available in some rooms	Site Manager	Available	
	<ul style="list-style-type: none"> • Promethean Screens 	In place	In place	Site Manager	Complete	

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	<ul style="list-style-type: none"> Pictorial or symbolic representations 	Short term	Initially in SEN	SEN Lead	Yearly/ongoing	
	<ul style="list-style-type: none"> Internal information sharing for in-class adjustments 	Short term	Termly review	SEN Lead	Available	
	<ul style="list-style-type: none"> Modifying and adapting of materials to meet needs of students 	In place	In place	SEN Lead	Available	

Any items not in the above schedules will be reviewed as a matter of urgency as and when they arise and then prioritised accordingly.

4.0	<p>LINKS WITH OTHER POLICIES</p> <p>This accessibility plan is linked to the following policies and documents:</p> <ul style="list-style-type: none"> • Health and Safety Policy • Equality and Diversity Policy • Equality Duty statement • Special educational needs (SEND) Policy • Supporting Students with Medical Conditions Policy • Safeguarding Policy
5.0	<p>REVIEW</p> <p>The Local Governing Committee (or responsible committee) will review this policy in line with the procedure for policy review.</p> <p>Date for review - If no other reason for review (see policy review procedure) this policy will be reviewed in 3 years.</p>

Glossary

AATS	Autism Advisory Teacher Service
CAMHS	Children and Adolescent Mental Health Services
CHUMS	Charity – Mental Health and Emotional Wellbeing Service
HOD	Head of Department
HOY	Head of Year
LA	Local Authority
OT	Occupational Therapist
PD	Physical Disability
PSHE	Personal Social Health and Economic Education
SEN(D)	Special Educational Needs and Disability
ST	Senior Team
VI	Vision Impairment