

MARLBOROUGH ROAD ACADEMY

Accessibility Plan 2017 - 2020

INTRODUCTION

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

According to the Act, a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the Disability Equality Scheme and sets out the proposals of the Governing Body of Marlborough Road Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is responsible for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.

This Accessibility Plan covers the period from January 2017 – December 2019

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Marlborough Road Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities.
3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years and will incorporate any items outstanding from the previous Action Plan.
 4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
 5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equalities
 - Staff Development
 - Health & Safety (including off-site safety)
 - Special Needs and Inclusion
 - Behaviour Management
 - School Development Plan
 - Asset Management Plan
 - Teaching and Learning File
 6. All Academy Policies are impact assessed to ensure that they do not have an adverse effect on race, gender or disability equality.
 7. The School website will make reference to this Accessibility Plan.
 8. The School's Complaints Procedure covers the Accessibility Plan.
 9. The Plan will be monitored through the Governing Body.
 10. The school will work in partnership with Salford Academy Trust in developing and implementing this plan.
 11. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

MARLBOROUGH ROAD ACADEMY ACCESSIBILITY PLAN 2017 – 2020

PHYSICAL ENVIRONMENT

Target	Strategy	Timescale	Success Criteria
Improved signage to indicate access routes around school	Access plan of buildings to be available at reception for visitors	September 2017	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school. Disabled pupils, parents and visitors aware of inaccessible areas of the school
Ramped access to catering kitchen	To be reviewed/constructed if disabled person employed	Ongoing	Employment opportunities available for catering staff
Provision of a lift to access the upper floors of Junior building	Identify location Cost installation Obtain Governing Body/Salford Academy Trust agreement	September 2018	Project affordable All areas of Junior building accessible
Installation of folding steps in Infant building	Identify location Cost installation Obtain Governing Body/Salford Academy Trust agreement	September 2018	Project affordable All areas of Infant building accessible
Wheelchair accessible staff toilet in Juniors	Identify location Cost installation Obtain Governing Body/Salford Academy Trust agreement	September 2018	Project affordable Junior building fully accessible for those with a disability
Level egress from Junior Assembly Hall	To make the Assembly Hall accessible to all without requiring assistance	September 2017	All parents can easily access functions/meetings that take place in the Assembly Hall
Keep external basement steps clear and apply contrasted step nosing	Contrasting step nosing to be applied	September 2017	Access to basement from junior playground is possible for those with visual impairment

Disabled parking	Ensure disabled parking spaces kept free	Ongoing	Disabled badge holders are always able to access disabled parking bay when required. Action taken for users who do not park appropriately
Traffic Calming measures, Dudley Street	Submit plan to Salford Highways for speed restriction, signage and double yellow lines	September 2017	Less ambient pedestrians/young people feel safe using highway Reduction in travelling speed by motorists No road traffic accidents No complaints from local residents

CURRICULUM

Target	Strategy	Timeframe	Success Criteria
Inclusive, quality first teaching	Teachers have necessary training and resources for differentiating and personalising the curriculum for pupils with additional needs, including: <ul style="list-style-type: none"> • Assessment and planning • Grouping for teaching purposes • Human resources • Curriculum and other teaching methods 	Ongoing	All teachers are able to fully meet the requirements of pupils with additional needs. Increase in participation of all children and achievement and attainment levels
All out-of-school activities are planned to ensure the participation of all pupils	Risk assess each activity and provide resources as necessary	Ongoing	All pupils have access to out of school activities All out-of-school activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements
Classrooms are optimally organised to promote the participation and independence of all pupils	Install teacher walls to support the learning process and standardise the layout of all classrooms	September 2017	All resources are in the same place in each classroom
Disabled awareness	Regular updates as part of whole	Ongoing	Whole school community aware of issues relating to Access

training/familiarisation for staff	school training		
Encourage parental/carer support to pupils Gain parent/carer views and co-operation along with those of the children	Improve parental/carer engagement through attendance at SPIs, courses and opportunities		Parents as co-educators of their children Parents/carers are informed at all times of developments. Parents have access to the right, information, advice and support Academy is kept fully aware of relevant information that becomes available in between reviews

WRITTEN INFORMATION

Target	Strategy	Timeframe	Success Criteria
Availability of written material in alternative formats	Written information converted into alternative formats. Translation service included on website	Ongoing as required September 2017	Delivery of information to pupils and the community improved. The school will be able to provide written information in different formats when required for individual purposes
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	Ongoing	Delivery of information to parents and the community improved. All school information accessible for all.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Ongoing	School is more effective in meeting the needs of pupils.