

MARLBOROUGH ROAD ACADEMY

ACCESSIBILITY PLAN 2017 - 2020

INTRODUCTION

Schools and Academies 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:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the Academy 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.

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. The definition covers physical disabilities, sensory and other mental impairments and learning disabilities.

Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties of the Equality Act there are no requirements to create equality schemes. The Academy has an Equalities and Cohesion Policy that outlines measures currently in place and sets out the proposals of the Governing Body of Marlborough Road Academy as to how it is advancing equality in line with the Public Sector Equality Duty (PSED), and what objectives it is using to make this happen.

We believe that the Equalities and Cohesion Policy and the 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.

PURPOSE

Marlborough Road Academy is committed to ensuring equal treatment of all its children, employees and any others involved in the Academy community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in Academy life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole Academy environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the Academy.

We aim to provide a fully accessible environment which values and includes all pupils, staff, parents and visitors.

Marlborough Road Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy.

The Accessibility Plan will contain relevant actions to:

- 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 Academy such as participation in after-school clubs, leisure and cultural activities or Academy visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve access to the **physical environment** of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and physical aids to access education.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

Attached is our Action Plan, relating to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis. A new Plan will be drawn up every three years and will incorporate any items outstanding from the previous Action Plan.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equalities and Cohesion
- Curriculum
- Staff Development
- Health & Safety (including off-site safety)
- SEND and Inclusion
- SEND Information Report and Local Offer
- Behaviour Management
- Academy Development Plan
- Teaching and Learning File
- All Academy Policies are impact assessed to ensure that they do not have an adverse effect on race, gender or disability equality.
- The Academy website makes reference to the Accessibility Plan.
- The Academy's Complaints Procedure covers the Accessibility Plan

The Accessibility Plan will be monitored through the Governing Body.

The Academy will work in partnership with Salford Academy Trust in developing and implementing the Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

DOCUMENT STATUS

Version	Date	Action	Ratified by Governing Body	
			Signature	Date
1	December	Rewritten (JL)		
2	March 2017	Reviewed (JL)		
3				

ACCESSIBILITY PLAN 2017 - 2020

Summary information		
Total number of pupils on roll	440	Date of most recent Review – January 2018 Date of next internal review – September 2018

Accessibility Plan Review 2013-2016	
Outcomes achieved	When
Traffic calming measures to approach roads: <ul style="list-style-type: none"> • Main entrance moved to Dudley Street • Fence erected across drive, St James' street end to prevent vehicles entering grounds • No parking between Junior building and Infant building 	April 2014 April 2014 January 2014
2 x Disabled Parking Bays marked out	September 2014
Improvements to main entrance/reception area: <ul style="list-style-type: none"> • Ramped access to main entrance • Induction sound loop for reception and adjacent meeting room • Seating without armrests for reception • Disabled toilet 	April 2014 April 2014 September 2014 April 2014
Adaptations to doors: <ul style="list-style-type: none"> • Vision Panels to allow safe access/agress through all doors • Anti slip, L-shaped door handles fitted throughout 	August 2016 August 2016
Access to EYFS <ul style="list-style-type: none"> • Ramped access to Reception and Nursery entrances 	August 2015
Lighting levels assessed and improved as part of improvement works to both Infant and Junior buildings	August 2016
Accessible toilet facilities installed in two sets of pupil toilets in the Junior building	August 2016
Communication Friendly School award for having measures in place supportive of communication for all children, but particularly those with communication difficulties.	June 2016

Accessibility Plan 2017 - 2020

Barriers to fully accessible environment

1. Curriculum - Internal barriers

A.	Speaking and Listening skills, oral comprehension and understanding of vocabulary very low
B.	Social and Emotional difficulties
C.	Low prior attainment
D.	EAL, new arrivals to country with no English across the Academy in all year groups
E.	Participation for all in out of school activities

2. Curriculum - External barriers

A.	Mobility across the academy in all year groups (50%)
B.	Preparation for next stage of education

Desired outcomes - Curriculum - Internal barriers		Success criteria	By When
A.	Specific teaching of speaking and listening skills allow children to access the curriculum All staff receive ELKLAN training	Increase in skills leads to increase in outcomes for pupils. Standards in reading, writing and maths improved Progress demonstrated in ELKLAN	Annually August 2018 August 2018
B.	Children able to access learning as Key People in each year group support children who struggle due to social and emotional difficulties.	Case studies show progress in a range of measures for each child whilst they are supported to learn how to overcome barriers to their learning. Pupils develop social and emotional resilience	September 2018

C.	Teachers have necessary training and resources for differentiating and personalising the curriculum for pupils with additional needs.	All teachers are able to fully meet the needs of pupils with additional needs. Increase in participation of all children and achievement and attainment levels	Ongoing Ongoing
D.	Children new to English acquire functioning English rapidly. Organisation of staffing and setting allow smaller targeted groups of children to ensure that all needs are met.	Progress enabled for all children despite high levels of mobility and regular arrivals of high numbers of children new to English.	Ongoing
E.	All out of school activities are planned to ensure the participation of all pupils. All activities are risk assessed and resources adapted as necessary	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.	Ongoing
Desired outcomes – Curriculum - External barriers		Success criteria	
A.	Effects of mobility are limited as much as possible through the organisation of learning groups and staffing.	Pupils settle into academy life quickly Pupils are able to make as much progress as they are able	Ongoing
B.	All pupils are prepared for the next stage of education through effective transition arrangements	Transition programme in place with most popular high schools. Key people visit schools during first term to ensure that vulnerable pupils have integrated.	September 2018

3. Physical Environment - barriers	
A.	Provision of facilities for disabled pupils and staff
B.	Access to all areas of the Academy
C.	Inadequate signage
D.	Speeding traffic and thoughtless parking

Desired Outcomes		Success criteria	
A	Wheelchair accessible staff toilet in Juniors Marked disabled parking bays kept clear and action taken for users who do not park appropriately	All areas of academy accessible Disabled badge holders always able to access disabled parking bay when required	September 2018 Completed/ Ongoing
B	Level egress from Junior Assembly Hall to make it accessible to all without requiring assistance Lift to access upper floor of Junior building Folding steps between levels in Infant building Ramped access to catering kitchen to be constructed	All parents and visitors can access functions/ meetings that take place in the Assembly Hall All areas of Junior building accessible to all All areas of Infant building accessible to all Employment opportunities available for catering staff	August 2018 September 2018 September 2019 September 2018
C.	Signage indicates access routes around academy Access plan of buildings to be available at reception for visitors Contrasted step nosing to be applied to external basement steps, Juniors	Disabled pupils, parents and visitors aware of accessible and inaccessible areas of the academy Access to basement from junior playground accessible for those with visual impairment	September 2018 April 2018 April 2018
D.	Plan to Salford Highways for traffic calming measures for Dudley street to include speed restriction, signage and double yellow lines	Less ambient pedestrians/pupils feel safe using highway. Reduction in travelling speed by motorists No road traffic accidents- No Parking in front of academy gates leads to increased visibility for those crossing the road No complaints from local residents.	Completed

4. Written Information/Communication	
A.	Written information not always available in alternative formats
B.	Written and oral information not always suitable for target market
C.	Disability awareness amongst staff
D.	Parent/carers support for pupils

Desired outcomes		Success criteria	
A.	Written information converted to alternative formats/languages Translation facility included on website Increased parental engagement ELKLAN training for all staff	Quality of written information improved and welcomed by parents and the community Website easy to navigate and accessible to all Evidence of increased parental engagement	Ongoing
B.	All current academy publications reviewed and checked for plain English and provided in different formats for those who require it Increased parental engagement ELKLAN training for all staff Interaction and BLANK level question posters and prompts displayed around the Academy.	Quality of written information improved. Evidence of increased engagement with the academy by parents and the community	Ongoing September 2019 Annually
C.	Regular disability awareness updates as part of whole school training	Whole school community aware of issues relating to Equality	Annually
D.	Improved parental/carers engagement through attendance at Parents' Evenings, courses and other learning/community engagement opportunities	Parents/carers as co-educators of their children Parents/carers are informed at all times of developments Parents/carers have access to the right information, advice and support Academy is kept fully aware of relevant information that becomes available between reviews.	Ongoing