

We are an **ambitious** and **inclusive** Trust of schools
strengthening communities through **excellent** education.



MARINE ACADEMY

Accessibility Policy and Action Plan

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Contents Page

1.0	Policy Statement	3
2.0	Scope and purpose	3
3.0	Definition	3
4.0	Legal framework.....	3
5.0	Introduction.....	4
7.0	Who is responsible for this policy?.....	5
8.0	Action Plan.....	5
9.0	Reviewing this Policy	5
10.0	Marine Academy Action Plan	5

1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools.

2.0 Scope and purpose

- 2.1 This policy applies to all school leaders, staff, parents and pupils. The purpose of the plan is to:
- Increase the extent to which disabled pupils can participate in the curriculum,
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided,
 - Improve the availability of accessible information to disabled pupils.

3.0 Definition

- 3.1 This policy applies to all school leaders, staff, parents, and pupils. For the purpose of this document:
- the Ted Wragg Multi Academy Trust is referred to as **The Trust of Schools**,
 - references to ‘teachers’ include all paid staff responsible for the supervision of pupils,
 - references to ‘pupils’ include all learners in our school,
 - references to ‘school’ refers to all education settings, regardless of type and
 - we refer to Section 576 of the Education Act which defines the ‘parent’ of a pupil or young person as:
 - both of their natural parents, whether they are married or not.
 - any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
 - any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.

- 3.2 Disability is defined by The Equality Act 2010 as:

“A person has a disability 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 carry out normal day to day activities”.

- 3.3 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.

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4.0 Legal framework

- 4.1 This Policy will be published on the Trust’s website and as a statutory policy will be included in the Trust’s Policy Monitoring Schedule.
- 4.2 This plan is drawn up in accordance with the planning duty in The Equality Act 2010. It also draws on the guidance set out in ‘The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities’, issued by the DfE in May 2014. The Trust recognises its duty under The Equality Act 2010:
- not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services

- not to treat students with disabilities less favourably for a reason related to their disability
- to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
- to publish an accessibility plan that will increase access to education for students with disabilities

4.3 The admissions policies are consistent with compliance with The Equality Act 2010.

4.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

5.0 Introduction

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

5.2 At Marine Academy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school 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 here.

6.0 Aims

6.1 The Trust's aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Marine Academy is a fully inclusive school and our values reflect our commitment to a school where there are high expectations for everyone. We aim to treat all learners fairly and with respect, and this involves providing access and opportunities for all learners without discrimination of any kind. Everyone in our school is important and included.

6.2 The Trust's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

6.3 The Trust aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school for students, and prospective students, with a disability.

6.2 The Trust aims to reduce and eliminate barriers to access to the building and environment for all stakeholders in the school including students, staff and visitors.

6.3 To support the mission, vision and values of the Trust and its schools.

6.4 To recognise and value parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respect the parents' and the child's right to confidentiality.

6.5 The school ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:

- intelligent sequencing
- adaptive teaching
- effective formative assessment

6.6 The Trust is committed to ensuring that adequate resources will be allocated to the implementation of the plan.

6.7 This plan should be read in conjunction with the SEND Policy and the SEND Information Report.

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

7.0 Who is responsible for this policy?

7.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory requirements. The Trust has delegated day-to-day responsibility for operating the policy to the local governing body and Headteacher of each school.

7.2 The local governing body and senior leadership team at each Trust school have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for fulfilling their roles and supporting to ensure its success.

8.0 Action Plan

8.1 The Action Plan (See appendix 1) sets out what we believe is current good practice and what the aims of our Accessibility Plan are in accordance with the Equality Act 2010.

8.2 Marine Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- admissions
- attainment
- attendance
- rewards
- sanctions
- exclusions and seclusion
- selection and recruitment of staff

9.0 Reviewing this Policy

9.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective

Access arrangements in place	Arrange for KS4 students to be assessed for access arrangements	EXACT purchased to allow whole year group screening. Yr10 / 11 complete but new admissions will need review. External Access Arrangements Assessor to screen identified students- November 2023 Yr9 to be complete by end of Autumn term.	When required	Sharon Higginson Jordan Cole Jenna Chubb
Aim 2 - To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Access for disabled members of the school community is considered at the planning stage of any future building works.	Review of car parking and drop off zone	Ensure these areas are kept clear at all times to enable safe passage for all students with disabilities,	As appropriate	Headteacher Site team
Maintain the physical environment of the school.	Regular maintenance programme and risk assessments carried out.	Continue to maintain the physical environment and attend to issues as they arise.	Daily	Health and Safety Leader Site team Headteacher
Ensure a robust evacuation procedure for students, staff and visitors with special needs, including mobility difficulties with updated Personal Emergency Evacuation Plans (PEEPS) and this is communicated to all staff.	Ensure appropriate supervision during transition between buildings and external areas to support students with physical disabilities and additional needs. PEEPS written and shared with classroom staff.	PEEPs to be updated by October 2023 PEEP for new student to be created- September 2023	Yearly and as required for new students.	SENCo Headteacher
Aim 3 - To improve the delivery of information to disabled pupils and parents.				
Recommendations made by the Visual/Hearing Impairment Team to be implemented and reviewed annually.	Our school uses a range of communication methods to ensure information is accessible. This includes: •coloured overlays •Large print resources. •Audio equipment •Pictorial or symbolic representations. Audio equipment Resources from whole school training made and available for use e.g. dyslexia friendly resources	School to be aware of services available for visually and hearing-impaired children. Ensure all staff are aware of guidance on accessible formats	In line with individual pupil's needs	SENCo Class Teacher
Use a range of ICT equipment to support the needs of disabled learners	The school uses a range of ICT equipment to support the needs of learners including: •Dictation software •Chrome Books •CPENs •Subject intervention software	Review ICT equipment and software in line with pupils' needs.	In line with pupil's needs.	Computing Leader SENCo

Parents remain aware of all key academy information and range of resources available	Parents remain aware of all key academy information and range of resources available	Review and act on information provide by parents of SEND students at drop in sessions.	Termly	SENDCO
	Local Offer information shared on the school website and at school coffee afternoons.	Ensure the POD link is working effectively and sign post parents to this.	Termly	SENDTAs
	Drop in SEND days offered for all Parents of SEND students	Hold a termly coffee afternoon with PIAS to support parents of SEND students with any concerns	Termly	
	PIAS services offered within the school community	Leaflets provided to parents of SEND students to help them access a variety of support groups and services,	When required	