

## Marine Academy Plymouth

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# Accessibility Plan

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# Accessibility Plan (July 2016)

### Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Students must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

Marine Academy has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that the Academy is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). This accessibility plan, in conjunction with our Special Education Needs Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and provides an outline of how the Academy will manage this part of the SEND provision.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the Academy in a number of areas and actions to increase accessibility for pupils with SEND. Progress as a result of these measures will be updated annually and reported to the governing body.

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Priority area	Short term		Medium term		Long term	
	Actions	Outcome	Actions	Outcome	Actions	Outcome
<b>1. Staff training</b>	Completion of audit of training needs of teaching and support staff.	<b>Identification of priority areas for provision of staff training in order to enhance ability of staff to meet needs of SEND students through</b>	Termly meetings between SENCO and CPD lead to review training needs and opportunities relating to SEND.	<b>Provision of termly staff development training sessions (delivered by MAP staff and specialist staff from outside agencies where necessary.)</b>	An annual review of staff training needs relating to SEND becomes part of an embedded cycle of auditing staff training needs, planning training to meet these needs, and review of the impact of the training.	<b>Ability of teaching and non-teaching staff to meet the needs of SEND students is both comprehensive and up to date.</b>
<b>2. Teaching and learning</b>	GP to meet with NW/BPS to analyse performance of SEND students, focussing initially on Core Subjects and agree appropriate actions.	<b>Any current areas of under-achievement are identified. GP to meet Area Leaders</b>	SEND governor to scrutinise SEND progress and actions taken to address through meeting with GP.	<b>SEND governor report to NW/GP with action points.</b>	GP meets regularly with NW/BPS to scrutinise SEND student progress. GP then meets with Area Leaders in <b>all subjects</b> to support the development of intervention strategies.  GP to review accessibility of curriculum and qualifications, particularly for low level learners, through meetings with ALs and NT.	<b>Scrutiny of SEND achievement is embedded as a regular part of analysis of progress student progress. Gap between progress of SEND and non-SEND students is narrowed.</b>  <b>A suitably challenging and differentiated curriculum is available to all students.</b>

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Priority area	Short term		Medium term		Long term	
	Actions	Outcome	Actions	Outcome	Actions	Outcome
<b>3. Academy Infrastructure: ICT</b>	Continually review ICT equipment and software in line with student needs.	<b>Identification of barriers to learning which can then be reviewed by the ICT strategic group.</b>	To use the ICT strategy group to identify areas of development that could enhance accessibility.	<b>All students can participate in learning using ICT which is appropriate to their specific needs.</b>	Continue to refresh technology in line with latest developments.	<b>To have a range of equipment and software which can be accessed by all students.</b>
<b>4. Academy Infrastructure: Environment</b>	Regular maintenance programme and risk assessments carried out.	<b>Safe and accessible environment.</b>	SENCO to liaise with Director of Business and Finance regarding any students with specific needs.	<b>All students, including those with learning of physical / sensory disabilities are able to access the entire site.</b>	Review of parking and drop off areas.	<b>Build in the needs of all students, parents and all visitors to allow access for all.</b>

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the Academy.

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### Marine Academy Disability Statement.

Marine Academy is committed to promoting its core values of respect, community, aspiration and achievement. Promoting equality and educating our students with regard to their responsibilities as British citizens forms a key part of this commitment.

#### Definition of Disability

A disabled person (child or adult) is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

A **physical or mental impairment** includes sensory impairments, impairments relating to mental functioning, including learning disabilities and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.

**Substantial** means more than minor or trivial.

**Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.

**Normal day-to-day activities** cover the following categories: mobility, manual dexterity, physical coordination, continence, ability to lift carry or move everyday objects, ability to see, hear or speak memory or ability to concentrate, ability to learn or understand and the perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment, but not the impairment itself. In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment.

Some people are automatically deemed to have a disability– those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

## Marine Academy Plymouth

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### Admissions

Marine Academy will not discriminate against a disabled person by refusing or deliberately not accepting an application from a disabled person purely on the grounds of their disability.

Marine Academy staff will make enquiries at the time of any application by students to find out whether those seeking admission to the Academy have a disability in order to prepare to make any reasonable adjustments necessary.

### Exclusions

Marine Academy recognise that it is unlawful to discriminate against a disabled pupil by excluding them from the Academy solely because of their disability.

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