

Accessibility Plan 2021-24

The Macclesfield Academy



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Approved by:	Date:
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1. Aims

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 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

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

Our school has an inclusive ethos and has an ambitious curriculum for all students.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

The school's responsible body is the Governing Body, and may seek further support through the school's associate membership of the Fallibroome Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including.

2. Legislation and guidance

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](#).

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

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.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	<p>Ensure software and hardware used in lessons is consistent/accessible across all classrooms</p> <p>Provide relevant training for staff on curriculum access for those with disabilities</p> <p>Review the curriculum to ensure that it meets the needs of all pupils</p> <p>Ensure that enrichment and extra-curricular activities/trips are not restricted for those with disabilities</p>	<p>Audit the software/hardware in accessible rooms and compare to that available in other rooms</p> <p>CPD to be given to staff in 2021-22</p> <p>Complete curriculum review and publish disability accessibility statement on completion</p>	IT Contractor (Overseen by RPL)	July 2021	<p>No student is disadvantaged by requiring to be taught in an accessible room</p> <p>Staff are able to articulate challenges disabled pupils face and provide actions to limit or alleviate these.</p> <p>The curriculum is ambitious and suitable for all students.</p>
	<p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Classrooms contain interactive whiteboards and projectors that enable quality first teaching, thus improving access to the curriculum</p> <p>Pupils are taught using a variety of teaching & learning methods</p> <p>Teaching Assistants work in collaboration with teaching staff to ensure appropriate support is offered to pupils with disabilities</p> <p>The SEND register is kept up to date, and EHCPs are reviewed.</p>			RPL	July 2022	
	LH			July 2022		

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The school building is predominantly on the first floor, with some classrooms and offices on the first floor (accessible by a lift).</p> <p>External doors are accessible to wheelchairs. Corridors are wider than average.</p> <p>There are two accessible computer rooms on the ground floor, as well as specialist rooms such as art and science rooms.</p> <p>All rooms are equipped with projectors and interactive whiteboards to maximise visibility.</p> <p>There is a medical room and hygiene suite. There are accessible toilets on both floors and distributed throughout the building.</p> <p>Parking is available immediately outside the building, including disabled parking.</p>	<p>Ensure that the library shelves and resources are accessible to those in wheelchairs.</p> <p>Ensure the new resourced provision for autistic pupils with low cognition levels, is suitable and fit for purpose.</p> <p>Ensure that the facilities across the school allow students to access spaces, equipment and the curriculum.</p>	<p>When completing the relocation of the library, consider the placement of furniture and books with disabled students in mind.</p> <p>New building work for the resourced provision is fully compatible with the aims of the provision</p> <p>Audit the facilities available for disabled pupils for:</p> <ul style="list-style-type: none"> • PE Changing Rooms>Showers • Science/DT/Art Workbench adaptability • IT infrastructure in accessible rooms 	<p>JS</p> <p>MG/LM</p> <p>RL</p>	<p>September 2021</p> <p>July 2021</p> <p>July 2021</p>	<p>The library is an accessible space for all.</p> <p>The provision provides consistently good experience for all pupils in its care.</p> <p>No student is disadvantaged by the facilities available.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy