



Marlborough Road Academy

The best in everyone™

Part of United Learning

MARLBOROUGH ROAD ACADEMY

ACCESSIBILITY PLAN 2022 - 2025

INTRODUCTION

Schools and Academies need to carry out accessibility planning for pupils with a disability in alignment with the SEN and Disability Act 2001. 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	Jan 2022	Reviewed (JL)		

ACCESSIBILITY PLAN 2022 - 2025

Summary information		
Total number of pupils on roll	298	Date of most recent Review – September 2022 Date of next internal review – September 2023

Accessibility Plan Review 2017-2020	
Outcomes achieved	When
All staff received ELKLAN training – Increase in skills leads has led to progress in pupils’ attainment Evidence shown through progress in attainment, achieved through the delivery of training	Sept 2020
Through Boxall profiling, pupils have been able to overcome barriers of learning and improve social and emotional resilience. Impact of covid-19 pandemic requires further input on this action.	Sept 2020
All teachers are able to fully meet the needs of all pupils including those with additional needs – met through additional training, Rosenshine Principles, scaffolding, Kagan structures.	July 2020
Increase in attainment is reflective of the progress children make despite high levels of mobility and high numbers of children who are new to English attending school.	Ongoing
Marked disabled parking bays kept clear and action taken for users who do not park appropriately	Jan 2019
Ramped access to catering kitchen constructed	July 2019
Signage indicates access routes around academy Access plan of buildings is available at reception for visitors Contrasted step nosing applied to external basement steps, Juniors	Dec 2020 Dec 2020 Dec 2020
Salford Highways completed traffic calming measures for Dudley Street, including speed restriction, signage and double yellow lines Clear signage for school now located on Great Cheetham St. East	August 2020 Dec 2020

Accessibility Plan 2022 - 2025			
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		
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.	Annually Ongoing

B.	Children able to access learning as Key People in each year group support children who struggle due to social and emotional difficulties. Continue to develop pupils social and emotional resilience throughout on-going pandemic.	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.	Ongoing
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 Include pupil voice in the development of curriculum, gaining understanding and viewpoints from the pupils themselves on how school can improve.	Ongoing Ongoing Annually
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 To increase participation of younger pupils in extra-curricular activities	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	Current restrictions due to covid-19 will require additional measures to be introduced in order for adequate transition to be implemented	Ongoing

		Transition programme in place with most popular high schools. Key people visit schools during first term to ensure that vulnerable pupils have integrated. Rising standards.	
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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	All areas of academy accessible Lift project, Ramp, adult toilets in juniors	Completed Summer 2022
B	Level egress from Junior Assembly Hall to make it accessible to all without requiring assistance	All parents and visitors can access functions/ meetings that take place in the Assembly Hall	Completed Summer 22
	Lift to access upper floor of Junior building	All areas of Junior building accessible to all	Completed Summer 22
	Folding steps between levels in Infant building	All areas of Infant building accessible to all	Ongoing
C	Appropriate facilities for access to learning for all pupils, irrespective of disability	Purchase additional rise and fall table for pupils that may require wheelchair accessible table	Spring 23
		All teaching spaces to be carpeted for those pupils with hearing impairment	Spring 23

D	Appropriate meeting space for visitors/pupils that have additional needs/requirements such as wheelchairs.	To ensure there is a space available for meetings etc that can safely accommodate visitors/pupils who require additional facilities, widened doors, clear egress points, adapted toilet facilities.	Ongoing
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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/carer support for pupils

Desired outcomes		Success criteria	
A.	Written information converted to alternative formats/languages Translation facility included on website Increased parental engagement	Quality of written information improved and welcomed by parents and the community Website easy to navigate and accessible to all Uptake of parental events across the school year	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 Further Interaction and BLANK level question posters and prompts purchased and displayed around the Academy.	Quality of written information improved. Evidence of increased engagement with the academy by parents and the community	Ongoing Annually Completed Jan 2022

C.	Regular disability awareness updates as part of whole school training	Whole school community aware of issues relating to Equality SENCO to undertake Equality Awareness training and disseminate key points to all staff	Annually - completed Jan 2022
D.	Improved parental/carer 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