

The Marlborough Science Academy <u>Accessibility Plan</u>	
Responsible Governing Body Committee:	
Policy type:	
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Author:	Chris Paice
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March 2019	CPE & DCK	Y
October 2020	CPE & SRB & DCK	Y
February 2022	CPE & SRB	Y
November 2023	CPE & SRB & LPO	Y
November 2026		

Links with other Policies:

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

- Curriculum
- HR related Policies and Procedures
- Equal Opportunities Policy
- Safeguarding
- SEND Provision Assessment
- Herts V.I.

The Accessibility Plan will be published on the school website under Parents - SEND.
The School's complaints procedure covers the Accessibility Plan.



Summary:

The Marlborough Science Academy is committed to providing a fully accessible environment which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing an awareness, tolerance and inclusion.

At The Marlborough Science Academy we have a duty to:

- Ensure Safeguarding
- Promote equality of opportunity between people with a disability and other people
- Eliminate discrimination
- Eliminate harassment related to a disability
- Promote positive attitudes towards people with a disability
- Encourage participation by people with a disability in public life
- Take steps to take account of people with a disability even where that involves treating disabled people more favourably than other people
- Ensure all the facilities are accessible to all
- Identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- Accommodating access arrangement requests and implementing those that are required for the conduct of exams.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached at Appendix A is a set of action plans showing how the school will address the priorities identified in the plan.

A site plan of the school is shown at Appendix B.

Also, reference is made to other Academy policies where appropriate (as above).

1. Introduction:

- 1.1 The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This has been further enhanced by The Equality Act 2010 and the revised Special educational Needs and Disability

Regulations 2014. Since September 2002, the Governing Body has had three key duties towards disabled staff and students, under Part 4 of the DDA:

- Not to treat staff and students with a disability less favourably for a reason related to their disability;
- To make reasonable adjustments for staff and students with a disability, so that they are not at a substantial disadvantage;
- To plan to increase access to education for students with a disability.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for students with a disability in the three areas required by the planning duties in the DDA:

- Increasing the extent to which students with a disability can participate in the School curriculum;
- Improving the environment of the School to increase the extent to which students with a disability can take advantage of education and associated services;
- Improving the delivery of information to students with a disability which is provided in writing for students who are not disabled.

2. Definitions:

2.1 Disability

The definition of disability in the Disability Discrimination Act 1995 (DDA) defines a disabled person as 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.'

(Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech and Language impairments, ADHD)

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

Progressive conditions are considered to be a disability.

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

2.2 AARA (Access Arrangements & Reasonable Adjustments)

Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. (Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.)

The Equality Act 2010* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

2.3 Exclusions:

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fire to objects or addictions to non-prescribed substances.

3. Objectives:

3.1 Key Objective:

To reduce and eliminate barriers to access the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

4. Aims:

4.1 Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. If the school fails to do this they are in breach of the Act. This covers teaching and learning and the wider

curriculum at The Marlborough Science Academy such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students to access the curriculum.

- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. If also required, this information can be completed audibly or provided in Braille as the need arises. The information should be made available in the various preferred formats within a reasonable time frame.

5. Roles and Responsibilities:

5.1 Staff and Governors

The Marlborough Science Academy has adopted the following measures to demonstrate its commitment to the Accessibility Plan:

- All staff are made aware of the Plan;
- Changes and alterations are made to the Plan depending on the needs and requirements of the students at the school at that time, thus providing appropriate provisions to meet their needs.

5.2 H&S Responsible Person/SENCo

The H&S Responsible Person has specific responsibility for overseeing the Plan and reviewing the policy on an annual basis.

A full review is completed every three years which will next be in 2026.

Special Educational Needs Co-ordinator (SENCo) also has responsibility for the following, specifically around examinations:

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication.
- Ensures the assessment process is administered in accordance with the regulations.
- Leads on the access arrangements process to facilitate access for candidates.
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre.

- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis.
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.
- Works with teaching staff, relevant support staff and the Exams Officer to ensure centre delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- Provides appropriate evidence to confirm the need(s) of a candidate.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.

5.3 Health and Safety Responsible Person/ SENDCo

The Responsible Person for H&S has a responsibility for ensuring that the policy is reviewed, and any amendments are made in conjunction with the SENDCo and Estates Manager, if the change required is of an environmental nature.

6. Current Provisions:

6.1 What we currently provide at The Marlborough Science Academy to assist with an accessible curriculum.

A range of initiatives and strategies are currently in place namely:

- Individual and small group support from outside agencies
- Individual small group support delivered by our own assistant teachers within the SEND budget
- Mentoring 1:1 basis for identified students
- Whole staff training on differentiation, teaching strategies and teaching styles
- Review of KS3, KS4 and KS5 curriculum
- Home Learning support after school until 4.15pm
- Extra literacy and numeracy support for years 7, 8 and 9.
- Paired reading scheme delivered by staff, 6th form organised by the LRC staff.
- Individual pathway for students in years 9 10 and 11
- School counsellor available to all students
- Extended work experience for certain members of year 11 (some in year 10)
- Small group sizes for students with additional allowance in core subjects
- Home and hospital support – children eligible for support when they have been absent from school for a considerable amount of time due to injury or illness
- As far as possible, scheduling of lessons in ground floor accommodation
- Individual adaptations for physically less able students eg; cushions, adapted chairs
- Extra bright projectors
- Any other strategies according to individual needs

Other facilities available are the following:

- Enabled Toilet in the Hub next to the KS3 Suite
- Enabled Toilet in New Seacole
- Enabled toilets in the Sports Block to cater for students with specific needs
- Access to enabled toilets for all students
- Enabled Toilets all signposted as 'All gender' toilets
- All new toilet projects to include or consider an enabled toilet
- Ramps provided for access to all blocks
- Power assisted automatic doors will be fitted to specific blocks so that unobstructed access can be obtained for all students and staff as required.
- Lift provided to access the SEND classroom and offices.
- Appropriate markings and demarcation of areas for Visually Impaired students
- Five (5) Lifts are installed to access blocks that have more than one floor, with lift key and training (if required) provided prior to use of any student or staff member requiring this.
- Three Designated Enabled parking bays available throughout the car parks (two by reception and 1 by the canteen). Ad hoc spaces also provided as required.
- Extra Large clocks (inc. Digital) fitted in all examination venues
- Handrails fitted where necessary
- Edges of stairs and ramps painted to assist those with impaired sight
- Traffic calming ramps
- School owned minibus with disabled access lift and tail lift available
- Specialised stationary for individual students
- Personal Emergency Evacuation Plan (PEEP) identified for individual students or staff as required
- Fire Cells in Pascal as 3 floors

7. Action Plan:

Appendix A

Action Plan 1 Improve access to the physical environment of the school					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To provide / review enabled toilets facilities	To increase the number of enabled toilets across the site	Ongoing	More Enabled toilets for students and visitors and considered in all new buildings at school (Merlin and new Seacole completed)	Estates manager	Annually
To adapt or provide adapted resources and equipment to allow equal access to the curriculum eg low level cookers/ work benches	To involve the advisory Teachers	Ongoing	Improved facilities in such areas as design and technology as the need arises.	SLT, HoF	
To review the parking provisions for those dropping off or collecting a student with a disability.	To overhaul the current system in place to ensure those parents/carers that require the facility have the opportunity to use it.	Ongoing	To ensure those that require the additional facility of collecting a student, are able to do so. Passes are provided either on a permanent or temporary basis for this purpose.	Estates manager	Annually or as the need requires
Review of signage around the school site	To review the signage available at this time and improve dependant on the needs.	Ongoing	Up to date school and room signage to reflect any changes and appropriate needs such as braille. Landmarks also used to assist navigation around the site.	Estates manager/H&S Co-Ordinator	
Ensure all pavements, drives and ramps are level and smooth and do not propose any trip/slip hazard	Regular site examinations of the area by the Site Team and address and problems' identified within a reasonable time.	Ongoing	Pathways etc are kept clear and necessary access is maintained. Changes in levels have been painted yellow to assist those VI	Estates manager/ H&S Co-Ordinator/Site Team	
Consideration	To evaluate what	Ongoing	To ensure students with	SENco	As the

given to height adjustable classroom surfaces such as benches, chairs or desk	is required as and when necessary.		any disability can participate in all areas of the school.		need arises
Consideration given to utilising the Enabled bathrooms in The Street as changing rooms for students with a disability or other specialised needs such as trans gendering.	To evaluate what is required as and when necessary.	Ongoing	To ensure students with any disability can participate in all areas of the school.	SENco	As the need arises

Action Plan 2 • Increase access to the curriculum for students with a disability					
Target	Strategy	Time frame	Outcome	By Whom	Review date
To improve Student Awareness	Accessibility to be included within assemblies. Within Life skills lessons the topics covered include children's rights, equality and opportunities regardless of disabilities, gender and race.	Ongoing	Enhanced student awareness Regular contact with identified students Improved transition Up to date thoughts and information	SLT, SENCo, HOF 7	Annually
To identify the school's main priorities and decide what actions are to be taken	To ensure School Development Plans take into account accessibility issues where relevant. Focus on vulnerable groups and what support is needed	Ongoing	Constant monitoring of issues surrounding vulnerable students Development Plans include accessibility issues.	Governors, SENCo, SLT,	Annually
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	Ongoing	All teachers are able to more fully meet the requirements of students with disabilities with regards accessing the curriculum	SLT, HoF	Annually or as and when required
Lesson Plans are differentiated to allow access to the curriculum for all students	Resources are adapted for all students	Ongoing	Observations show Lesson Plans cater for all students	SLT, HoF	
To ensure no students are excluded from accessing the curriculum/trips through disability. Classrooms are suitable and accessible. Mapping students will help ensure they are in suitable classrooms	To regularly review syllabi and Schemes of Learning to ensure full access for all. SENCO consulted regarding trips. Timetabling takes into account needs of students.	Ongoing	Students able to access all curriculum areas	SLT, HoF, SENCo, Trips Co-ordinator	Annually

Action Plan 3 • Improve the delivery of written information to students, staff, parents and visitors with disabilities

Target	Strategy	Time frame	Outcome	By Whom	Review date
To provide the opportunity for translated newsletters, brochures and other information to be sent home to students who have English as a second language	The school will make itself aware of what County or other organisations have available and for further advice on translation support service	Ongoing or when required	Better access for all students and their parents /carers to school information. All school information available for all.	SENCo/HoF, Support staff, external advisors	Annually
To provide training for staff on student issues.	Inset for all teachers and ATs.	Ongoing or when required	Improved knowledge of what is required and how to deliver it.	SENCo, Teaching staff,	Annually
The availability of written material in alternative formats to include those visually impaired	Review current school publications and promote the availability in different formats for those that require it.	Ongoing or when required	Better access for all students and their parents /carers to school information. All school information available for all.	SENCo, Support Staff	

THE MARLBOROUGH SCIENCE ACADEMY

SITE BLOCK PLAN

