



# ACCESSIBILITY PLAN

## March 2024



### Contents

1. Aims.....	1
2. Legislation and guidance .....	1
3. Action plan .....	2
4. Monitoring arrangements .....	5
5. Links with other policies .....	5
Appendix 1: Accessibility audit.....	6

### 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 vision: Madeley School is an inclusive school. We believe that all students, including those identified as having a special educational need, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and they should be fully included in all aspects of school life. We believe that all students should be equally valued in school. We strive to develop an environment where all students can learn, participate and achieve the best possible outcomes and feel safe. This does not mean that we treat all students in the same way, but that we will respond to students in ways which consider their varied life experiences and needs. 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.

Madeley School is an Academy that is part of the Shaw Education Trust. The values of the Shaw Education Trust can be found on the school website at [www.madeleyschool.org](http://www.madeleyschool.org)

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

### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### 3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	The school always collects accurate and up-to-date data on the population of the school with disabilities (student and staff) throughout the year. Students with disabilities have individualized management/support plans as appropriate. (e.g EHCP, education, health and care plan). An annual curriculum review takes place to ensure the curriculum is fit for purpose for all students within the school. Students across the key stages have a broad curriculum, which is appropriately scaffolded/adapted to meet their needs. Within their teaching teams, Heads of Faculty monitor students' progress, linked to a member of SLT. Student data is analysed at an individual student level. Every child's progress is important to the success of school. The data is used by Heads of Year to monitor students' progress within their	To ensure the curriculum intent, in each subject area, positively impacts on engagement and accessibility for pupils with disabilities.	To review the curriculum intent, in each subject area, to identify and embed our core values and to ensure that the curriculum is fully accessible.	LR/MH	April 2024	Curriculum model approved for 2024-25 and learners engaged on appropriate learning pathways.
			To review the curriculum of students with disabilities to ensure they receive a broad and balanced curriculum Inc. practical subjects unless specified via other agencies / professionals.	LR/EB/MM/MH	April 2024	
			To develop the pastoral tracking of students with disabilities (attendance, behaviour and exclusions).	SH	April 2024	
			To ensure professionals are consulted wherever possible when designing pupil passports/health care plans for students	EB	Ongoing	

	<p>year group and discuss appropriate plans of support with Heads of Faculty where necessary. There are guided choices for Y9 pupils choosing KS4 courses. This includes discussions with students, parents, Heads of Faculty and the SENCo, if necessary. At KS4, the curriculum is increasingly personalised: students choose three options in addition to English, Mathematics, Science, PE and PD. The options pathways maximise every pupil's chances of achieving a positive Progress 8 score; however students are not forced to choose subjects that do not interest them. Through whole school data and SEN specialist testing, students are identified for Access Arrangements if there is an identified barrier to their future success. The Learning Support Centre (ACE) supports students further (usually with short term interventions), to access the curriculum if required and offers a bespoke curriculum for students who may have barriers in accessing a full suite of L2 programmes.</p>		with disabilities.			
<p>Improve and maintain access to the physical environment</p>	<p>We have previously had students at school who are wheelchair users and they moved around site well. Each building has a flat entrance into the building,</p>	<p>Continue to improve the site to ensure students with disabilities can access the entire site</p>	<p>Continue to liaise with OT services to ensure specialist equipment is purchased for students with disabilities.</p>	<p>SL/EB</p>	<p>Ongoing</p>	<p>Site remains compliant. Audit completed.</p>

	<p>collapsible ramps are available in the classrooms where there is a step up in the entrance. There are 2 designated accessible toilets. The school has disabled parking spaces in the front carpark. The environment is adapted to the needs of students as required.</p> <p>The school building has been modified to support a visually impaired student.</p> <p>There are measures in place to mitigate sensory barriers to learning e.g carpeted classroom and hallways.</p>	<p>with ease.</p> <p>Continue to use recommendations from the occupational therapy, hearing impairment, visual impairment and autism inclusion teams to inform school refits and fittings.</p>	<p>Complete an audit of the schools 'specialist' rooms to ensure reasonable adjustments are made to ensure those with disabilities can access the physical environment.</p> <ul style="list-style-type: none"> <li>- DT rooms</li> <li>-Food room</li> <li>-Sportshall</li> <li>-Science labs</li> </ul>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>The school seeks support from outside agencies to provide information in appropriate language and print for students or parents who have difficulty with standard forms of printed information. The school will make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. The school will, if the need arises, aim to provide translation or interpreter services.</p>	<p>To continue to evaluate how we provide information for students and parents with disabilities.</p>	<p>To involve parents and students with disabilities in consultations to ensure we are aiming to continually improve how information is shared.</p> <p>To review accessibility features on the new school website.</p>	<p>MB/EB</p>	<p>Ongoing</p>	<p>Records demonstrate consultations as required.</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 Academy Council

#### **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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Completion date
Number of Floors				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				