

Mercia Primary Academy Trust



Disability Access Policy and Accessibility Plan

Policy Status and Review

Date:	June 2021
Review Date:	June 2023
Signed by Director:	
Date Signed:	

Disability Access Policy and Accessibility Plan

This plan is drawn up to implement Academy duty for disabled access. The plan is written in accordance with the DfE's guidance publication 'Accessible Schools'. It has evolved through consultation with members of our school community.

The policy applies to both in school and extended provision.

Definition of Disability

The Equality Act 2010 defines disability as follows: -

'A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities'

Note not all people with a disability will have Special Educational Needs and not all Special Educational Needs will be classed as having a disability.

The Trust aims to identify and remove the barriers to learning that particular groups of children, young people and adults may face in becoming included, valued, self-confident and achieving learners within and beyond their local community.

Key Responsibilities

- To draw up an Accessibility Plan, share it annually with the school community and update it every three years.
- To report annually to Governors on the impact of the plan, progress made and any changes needed.
- To ensure no person with disabilities is treated less favourably.
- To take all reasonable steps to avoid putting people with disabilities at a substantial disadvantage.
- To facilitate equal access to all aspects of the school community for parent'/carers.
- To seek the opinions of all stake holders in the consultation process in drawing up the plan and keep them informed of developments.

Accessibility Plan

The Trust will undertake to meet these responsibilities by developing the following areas:

Access to the Curriculum and Extended Activities

- To undertake an assessment of the curriculum on a regular basis and use this information to better the curriculum to pupil requirements, modify tasks, provide resources and ensure support as appropriate.
- To create a challenging curriculum where suitable learning challenges are set and progress of individual achievements can be assessed.
- To seek and follow the advice of outside agencies and the LA.
- To support extended hours' provision to enable them to support our principles with regard to equal access and encourage all children to attend.
- Support children with English as a second language by bring in outside agencies who can help with bi-lingual assistants, translation services, initial assessment sessions and in-service training for staff.

Access to the Physical Environment

- To audit existing facilities and identify possible improvements needed to make the school more accessible to people with disabilities.
- To consider how different impairments can be best catered for in the school environment.
- Consider ways of providing suitable aids and resources to meet these needs.
- To follow advice from the LA, outside agencies and other schools

Access to Information

- To look at the way we inform and to improve accessibility where appropriate
- To work with other schools, LA and external agencies to source materials at an appropriate cost if possible.
- Include parents and pupils in the choice of the most suitable media for the person with disabilities.

Evaluation of the Plan

In accordance with DCSF guidance this plan will be reviewed annually for its impact. Every three years the plan will be fully updated and all stakeholders will be encouraged to take part.

Publishing the Plan

Copies of the plan will be positioned in the school's entrance hall along with other school information. Parents will also be informed of it through:

- School Prospectus
- School Information Pack
- Newsletter
- School Website

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Adopted for and on behalf of the Governing Body

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

A signed copy of this document is available from the office.

Version Control

Version	Date Approved	Changes	Reasons for Alterations
2	4.5.16	Accessibility Plan 2016-17	Update
3	26.06.2018	No changes	Update
	23.03.2021	Added different range of formats.	Update accessibility