



MASCALLS ACADEMY

*Aspire Believe Achieve*

## **Accessibility Plan**

**Reviewed – June 2018**  
**To be reviewed – June 2019**

## Mascalls Academy Accessibility Plan

At Mascalls Academy our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our academy is important and included. We promote an ethos of care and trust where every member of our academy community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe academy, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors in conjunction with Leigh Academies Trust Executive are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan will be published on the academy website.

### **Objectives**

Mascalls Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Mascalls Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and its events; the information should be made available in various preferred formats within a reasonable timeframe.

The Mascalls Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole academy training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Academy Performance Agreement
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body**
- Principal and Senior Leadership**
- Academy Business Manager**
- Site Manager**
- Business Manager**

A plan of the school buildings showing areas of accessibility is shown below.

Whole Site - Building Positions



<b>DISABILITY EQUALITY SCHEME</b>				
<b>Action</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Completed</b>	<b>Measure</b>
<b>Development of Scheme and Implementation of Plan</b>				
Create a small working group to further analyse the school's facilities, comprising representatives of SMT, staff, students, governors, parents and other visitors. The workgroup is to report to governors Health & Safety meeting at annual intervals	Group established to implement plan	H&S committee	2016/17	Report to Governors annually
Incorporate progression of Disability Equality Scheme within School Development Plan	DES is incorporated within overall school plan	H&S committee	2016/17	School Development Plan
<b>Improving information gathering mechanisms.</b>				
Establish information database for disabled students and staff, with effective system for gathering data	Comprehensive database of disabled users of school's facilities	Teaching staff/Data	2016/17	Database
<b>Facilitating the involvement of disabled pupils and adults</b>				
Promotion of at least two activities on a regular basis specifically to disabled members of the community.	Increased number of disabled users of school's facilities	Business Manager	2016/17	Use of school's facilities by disabled users
<b>Mapping policies and practices</b>				
Positive attitudes to be promoted through a small number of posters, supported by assemblies to Learning Communities	Enhanced student understanding of issues and concerns of disabled people	JBR	2016/17	Assemblies completed
Citizenship and Advisories to be engaged in promoting positive attitudes and equality	Enhanced student understanding of issues and concerns of disabled people	Head of Citizenship	2016/17	Curriculum
Review of signage throughout the school	Directional signs throughout the school easily read by visitors (considering sight difficulties)	Site Manager	2016/17	
<b>Increasing access to the curriculum and other areas of the school</b>				
Installation of a lift to the top floor of J Block, to provide access to the sixth form teaching areas and common room. Refurbishment of A block, installation of lift to learning support, new lift to dining hall and assembly hall	Disabled access to 6 <sup>th</sup> form teaching area	VRI	2016/17	Disabled lift installed in new areas.

Access to Room C2 will be improved via the fire escape through reconstruction of a concrete ramp, to provide access to the room	Access to room, providing additional curriculum flexibility	VRI	2016/17	Disabled access in place
Access to H Block will be improved by reconstruction of the concrete ramp	Access to at least 2 rooms, providing additional curriculum flexibility	VRI	2016/17	Disabled access in place
Access to J Block (see also 6 <sup>th</sup> form area) will be adjustment to the double doors at the eastern end of the building	Improved disabled access to IT suites	VRI	2016/17	Doors are DDA compliant
<b>Improving Facilities for Disabled Staff</b>				
Reviewing location of staff room, which currently has no disabled access	Staff access to staff room	H&S Committee	2019	Disabled access to staff room (pending availability of funding)