

Mascalls Academy Accessibility Plan

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Introduction:

Mascalls Academy is committed to upholding the Equality Act 2010 with regard to disability, and developing a culture of inclusion support and awareness throughout the Academy.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

Mascalls Academy and Leigh Academies Trust are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

This plan will be used to advise other academy planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Plan is structured to complement and support Leigh Academies Trust equality objectives. We understand that the Local Authority will monitor the academy's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with the Act. Leigh Academies Trust 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 Accessibility Plan Actions for this academy as listed in Appendix A, show how access is to be improved for disabled pupils, staff and visitors to the academy within a given timeframe and

anticipate the need to make reasonable adjustments to accommodate their needs where practicable.

The Plan contains relevant and timely actions to:

- Monitor and develop 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural 2 of 11 activities or school visits.

The Academy has on role pupils with physical disability, hearing/sight impairment and learning impairment.

The academy recognises its duty in complying with all disability and equal opportunities legislation:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and extracurricular activities
- Not to treat disabled students less favourably
- To take all reasonable steps to avoid putting students with disabilities at a substantial disadvantage

The School Accessibility Plan contains relevant actions that meet the requirements of the Equality Act to:

- Increase access to the curriculum for students with a disability, modifying the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students
- Improve and maintain access to the physical environment of the academy, adding more specialist facilities as necessary – the academy will take into account the needs of students, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements
- Improve where necessary the delivery of written information to students, staff, parents and visitors with disabilities.

Appendix 1:

Development Areas	Targets	Strategies used	Completed by and by whom	Impact
Delivery of the curriculum	<p>To ensure that all students have equal physical access to the curriculum</p> <p>The curriculum reflects a need for inclusion and celebrates diversity</p>	<p>Guidance from specialists (e.g. Hearing Impaired Service, VISR) used in arranging classrooms for maximum benefit to disabled students</p> <p>Schemes of work and curriculum plans incorporate all aspects of this,</p>	Ongoing reflection of the physical site and continual modifications made to the layout of classrooms by teachers and the estates team, monitored by SLT.	<p>All students having full access to the curriculum.</p> <p>Students have a knowledge and appreciation of all wider society, not just our immediate context.</p>
The curriculum to utilise differing methods of delivery	Provision plans created for all students with additional needs and these strategies then adopted by teachers specific to the context of their classroom and needs of the curriculum.	Specific to the needs of the students but the sharing of provision plans is via email combined with meetings to ensure staff have an opportunity to ask questions of the needs of individual students.	Learning walks and coaching observations carried out by HODs / DOLs and SLT and monitored and feedback via the monitoring sheets.	Students learning is being scaffolded by the required measures in order for them to access the curriculum.
Classroom staff have regard to sensory needs and learning styles of students (eg. Diagrams described and visual aids read out loud. Copies of slides and diagrams available to	As above	As above	As above	As above

students).				
Accessibility to all areas of the academy is possible	Accessibility for disabled students in existing buildings improved. Accessibility maximised in plans for new buildings.	Review of accessibility issues and obstacles in existing buildings. Plans for any new Academy buildings will have accessibility as an integral aspect of the plans.	All new plans are fully ODA compatible and disabled access is clearly planned for and labelled.	Students with a disability are able to access all areas of the school as to not impact upon them accessing the full curriculum.

The Accessibility Plan should be read in conjunction with other policies, strategies and documents relating to:-

- Curriculum
- Teaching and Learning
- Equal Opportunities and Diversity
- Staff Development
- Health and Safety (including site safety)
- Inclusion
- Special Educational Needs
- Behavioural Management
- Academy Improvement
- Asset Management