



Accessibility Strategy 2021-2022

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education. From 2002, the Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Mossbourne Riverside Academy (hereafter MRA) to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Aims:

- *MRA is committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001).*
- MRA promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. MRA will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.
- *We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs*
- We are committed to prioritising sufficient resources to support the actions identified in this plan

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Area to be addressed: Curriculum Access

- Continue to develop and enhance knowledge of responsibilities under DDA
- Continue to develop confidence and knowledge for staff in delivering curriculum to disabled pupils.
- Enhance access to and participation in wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management

Strategy and Implementation:

- Ensure all inexperienced staff are trained in responsibilities under DDA, refresher training for all staff where needed
- Develop training programme on curriculum access for disabled pupils with a particular focus on visual & hearing impairments and physical disabilities
- Enhance knowledge and confidence amongst staff on approaches to teaching pupils working below expected standards
- Ensure all staff are aware and implement the guidance and best practice on access to school journeys and educational visits.
- Continue to review and develop planning and delivery of MRA curriculum. Each class teacher to review curriculum delivery and identify and eliminate potential barriers for disabled pupils. Where possible, disabled pupils and their parents to be consulted in review.
- SEN Team to carry out provision mapping including an audit of projected needs for pupils with SEN/disabilities termly.

Resources:

- INSET and CPD
- Leaders of Learning to be provided with appropriate release time each term to support and co-ordinate curriculum review
- Leader for SEN to assume responsibility for provision mapping for pupils with SEN /disability

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored by:

- As part of the school self-evaluation process

Area to be addressed: Accessible Information

Goals & Targets:

1. Develop more accessible teaching resources, including large print books, visual timetables, Writing with Symbols software.
2. Increase the availability of written information in other formats.

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Work with Hackney Education and other schools to identify and implement best practice on delivery of information to disabled pupils.

Strategy & Implementation:

1. Audit teaching materials, textbooks, and other information to assess accessibility and areas for development. To be carried out in conjunction with audit of accessibility to curriculum carried out by SLT. All new purchases should meet accessibility criteria wherever possible.
2. Develop a bank of resources accessible in other formats (e.g. braille, large print, audio resources, assistive technology)

Identify wherever possible the preferred method of communication with disabled pupils and their parents/carers. To be carried out by class teacher each year.

Resources:

Head of SEN Inclusion to audit resources.

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- By feedback from parents and disabled pupils
- As part of the school self-evaluation process.

Area to be addressed: Physical Accessibility

Goals & Targets:

1. To reduce physical barriers to inclusion

Strategy & Implementation:

1. A gradual increase in the availability of physical aids to access the curriculum e.g. enlarged computer screens, specialist seating/desks.
2. Audit of short-term steps that could be taken to improve accessibility e.g., carpeting to ease movement of wheelchairs, colour contrasting, signage. Action of short-term measures the school can implement independently using devolved capital funding.
3. Ensure accessibility is considered in all future purchase decisions of equipment
4. Work with neighbouring schools to share resources where possible.

Resources:

Estates and Facilities Manager time and capital spend as required.

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

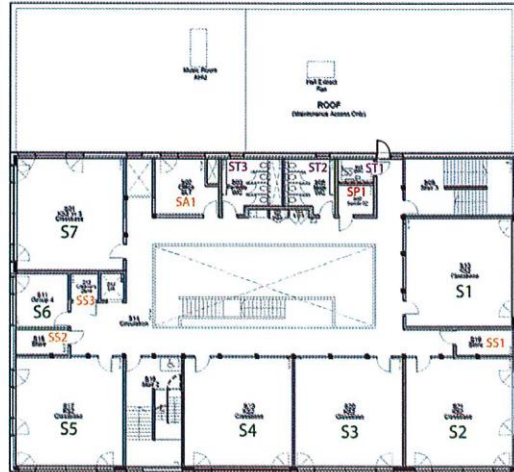
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- By feedback from parents, staff, and disabled pupils
- As part of the long-term estate's management plan

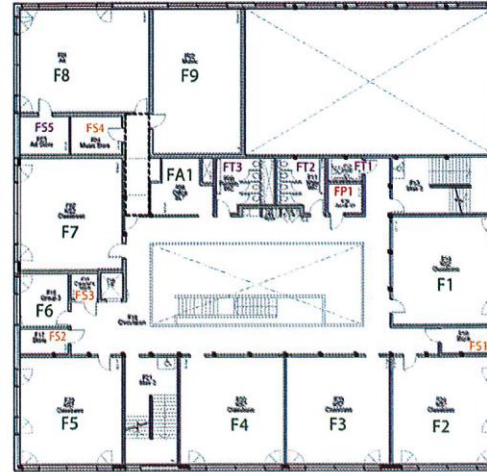
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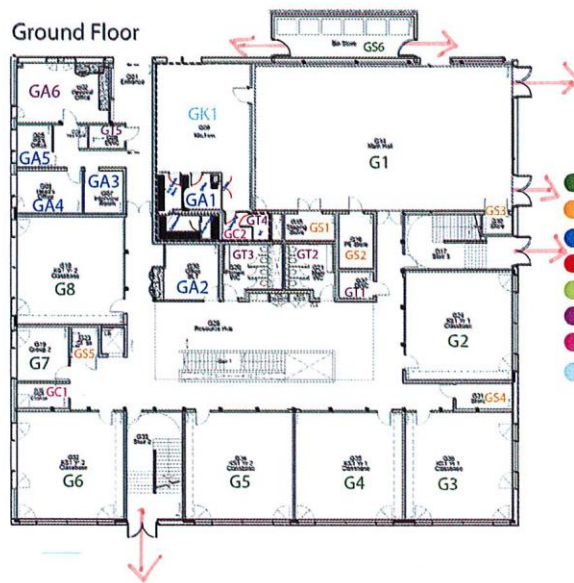
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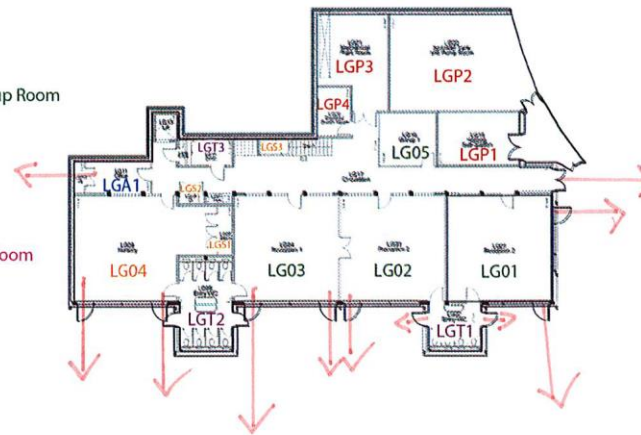
First Floor



Ground Floor



Lower Ground Floor



- Classroom / Group Room
- Store
- Office
- Plant Room
- Fire Exit Door
- Toilets
- Staff Changing Room
- Kitchen

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