



The Mark Way School

Accessibility Plan

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Aims of the Accessibility Plan

This plan outlines how The Mark Way School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The school will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum**
 - **Access to the physical environment**
 - **Access to information**
- 1.3. When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	The school has a number of young people joining with Down's Syndrome, this is an area of SEND that staff have limited experience.	Ensure the approaches to teaching and learning support the learning needs of these students	All classroom staff, support of ACE and Speech and Language Therapist	Summer 2024 - Summer 2025	Staff will feel confident that they are meeting the needs of Young People with a Diagnosis of Down's Syndrome and these students will enjoy success	Summer 2025
	Some students with VI require their attached advisor to advise staff on needs	Some students with VI may not be able to fully access the curriculum	Teachers	Autumn 2024	Students with VI able to access the curriculum	ongoing
Medium term	The needs of the students joining the school are becoming more complex.	Staff need to feel confident in delivering a curriculum suitable in meeting the needs of young people with more complex learning needs.	All classroom staff	Summer 2026	Staff will be prepared for the complex needs of the cohort due to join us in September 2026	Spring 2027
Long term	The complex needs of the students due to join the school in the future may not be able to access accreditations currently planned into the Learning Pathways	Explore accreditations that increase the range of outcomes according to ability	Subject Teachers	Summer 2026	All students will have outcomes at the EKS4 that demonstrate the progress they have made given their starting points.	Summer 2027

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Student with PD unable to leave the school building quickly in the event of a fire	Wheelchair required to support evacuation of the building in a timely manner	Business Manager	September 2024	The students will be able to safely leave the building	Spring 2025
	Some students joined Sept 2024 have VI	We need to ensure the VI needs of these students are met and they can be independent moving about the school	VI Advisor Tutor All staff	September 2024	Students with VI able to access the school site successfully	Autumn 2024
Medium term	Some students due to join in September 2025 are not toilet trained	Students due to join in September 2026 require access to hygiene facilities	HCC SEN/ Business Manager/ Headteacher	Summer 2025	Students will be able to access the school.	Autumn 2025
Long term	The playground is not big enough to accommodate all the students attending.	Improve the back playground so it becomes another accessible area for students to use at break time.	Business Manager + Site Team	Summer 2027	Students will have more access to play areas and be able to remain better regulated given their SEND.	Autumn 2027

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Some of our families have significant anxiety related to their child's SEND, this is most significant in relation to changes.	Have access to a changes social story on the website	Headteacher	Autumn 2024	Families will have access to a social story to support changes that happen.	Spring 2025
Medium term	Transition into the school	The school video tour on the website to support transition requires update	Business Manager, Assistant Heads	Summer 2025	Students and their families will be able to access the school environment before they join the school	Autumn 2025
Long term	Not all members of the community can read or write information sent out by the school	Produce audio description within the website	Business manager	Summer 2027	All member of the school community will be able to access the school website	Autumn 2027