



MARY ELLIOT ACADEMY

Accessibility Plan

Version: **1**

Ratified by the Local Governing Body

Signed by the LGB: **02.07.2024**

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Contents

1. Introduction3

2. Special Educational Needs3

3. Access to the Physical Environment3

4. Access to the Academy Curriculum.....3

5. Access to Information/Communication with Parents/Carers4

6. Access to Specialist Support On Site.....4

7. Related Policies5

8. Accessibility Plan5

9. Changes10

1. Introduction

Mary Elliot Academy is a Special Educational Needs provision in that supports children and young people aged 11 – 18 with Severe Learning Difficulties (SLD), Autistic Spectrum Condition (ASC) and Profound and Multiple Learning Difficulties (PMLD).

This plan identifies:

- How the academy meets the needs of students in response to the Special Educational Needs and Disabilities Code of Practice 2014
- How it takes into account and responds to the Equality Act 2010

2. Special Educational Needs

A child or young person has SEN if they have a learning difficulty or a disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her making use of facilities that are provided for children of the same age

3. Access to the Physical Environment

Access to the physical environment is fully accessible for all people including those who use wheelchairs. It has:

- Overhead tracking
- Fully accessible toilets and changing areas
- Low distraction environments and spaces for small group work
- Hydrotherapy pool
- Dropped kerbs
- Safe and secure outside areas
- Wheelchair accessible playground equipment

4. Access to the Academy Curriculum

All students at Mary Elliot Academy have an Education, Health and Care Plan. Additionally, some learners have been identified as requiring 1:1 health care support.

Our curriculum is designed to give every student the best possible opportunities to develop the skills and knowledge needed to pursue their own individual pathways. As our vision states, our goal is to 'Prepare for Life' and the curriculum aims to provide a motivating and engaging framework designed to bring out the best in all pupils allowing them to achieve and make progress in a personalised way.

Staff are skilled and trained in delivering a wide variety of teaching approaches including:

- Need specific communication support
- Emotional support
- Sensory support
- Behaviour support

5. Access to Information/Communication with Parents/Carers

Mary Elliot Academy is committed to open and honest communication with families. This is achieved through:

- Class dojo
- Regular parent meetings – Annual Reviews, Parents evenings, Academy event (Coffee Mornings, Summer and Christmas Fayre's, Mary Elliot's Got Talent,.....)
- Individualised communication – emails rather than use of class dojo, interpreter support
- Academy website

6. Access to Specialist Support On Site

Mary Elliot Academy provides a base for visiting professionals and employs a range of professionals who offer advice, guidance and support in meeting students needs.

These agencies include:

- Speech and Language Therapists
- Occupational Therapist – identified support
- Behaviour Analyst Services
- Music Therapy
- NHS services including, Physio, Occupational Therapy, CaMHs, Paediatric Consultant, Wheelchair Services, Educational Psychology

7. Related Policies

The following academy policies outline how the academy addresses and continues to review and improve the academy curriculum. These include:

- SEN Information Report
- Behaviour Policy

8. Accessibility Plan

The key actions to increase accessibility for pupils to the curriculum, the physical environment and to information are:

Objectives	Actions to Achieve Objective	Responsibility	Success Criteria
Learning pathways are embedded, ensuring that staff have a sound theoretical knowledge of the rationale behind the curriculum.	Develop subject rationales Full staff CPD sessions Development of curriculum maps within each pathway	SLT/ELT/Teachers	Subject rationales are in place and inform the content of the curriculum. Staff have an understanding of the new curriculum structure and the purpose
The quality of teaching and learning is improved through a range of support and development.	Observation and learning walk process is reviewed and completed Observation feedback process reviewed	SLT/ELT/Teachers	Feedback conversations support teacher reflection. Training needs are more effectively identified.
There is a strategic plan for the intent and implementation of reading across the academy.	Identify and implement a systematic synthetic phonics programme Provide staff training for all and	SLT/ELT/Teachers	Appropriate SSP identified and implemented. Focused phonics session

	<p>identify Phonics Champion within each class</p> <p>Supplementary reading programme to meet the needs of students who are struggling to access the SSP programme.</p>		<p>identified in every pathway timetable</p> <p>Identified supplementary reading programme implemented.</p> <p>Robust monitoring and assessment process in place</p> <p>Termly reading assessments identify students comprehension skills</p>
<p>There is an effective system of assessment in place across the academy.</p>	<p>Upload appropriate curriculum and assessment information to ensure the system is customised appropriately to academy needs.</p> <p>Plan and deliver CPD to support staff use of system</p>	<p>Whole Staff</p>	<p>An Assessment tool to record evidence and monitor data is identified and implemented.</p> <p>Academy assessment framework is established and implemented.</p> <p>Staff effectively using the identified systems to monitor student progress.</p>
<p>A communication strategy is in place and the 'universal' offer is established</p>	<p>Communication policy to be developed.</p>		<p>There is clear direction for Academy regarding</p>

<p>through engagement in evidence-based research.</p>	<p>Capable environments to be shared with all staff – staff to complete an audit of the communication element.</p> <p>Capable environments to be shared with all staff – staff to complete an audit of the communication element</p>		<p>communication and approaches used.</p> <p>Academy communication approach is research informed and meets the needs of the students.</p> <p>There is quality assurance in place though appropriate audits which are completed by all classes</p> <p>Practice is evidence based and moderated appropriately.</p>
<p>Staff are equipped with the knowledge and skills to support individual communication needs effectively.</p>	<p>Communication process embedded to ensure staff know how to seek appropriate advice on communication needs of pupils.</p> <p>Regular PECS coaching implemented</p> <p>Communication Workshops to be implemented</p>	<p>Communication Lead</p> <p>SaLT</p> <p>Teachers/TAs</p>	<p>All teachers and support staff know and follow the appropriate process for communication support and interventions.</p> <p>PECs resources are in place for all students identified as requiring this approach.</p> <p>Collaborative working around</p>

	<p>within departments</p> <p>Collaborative working with Speech and Language Therapist</p>		<p>communication approaches and sharing of best practice is increased.</p> <p>Specialist CPD available for student specific needs</p>
<p>Learning environments support students effectively and provide optimal settings to improve engagement, interactions and learning opportunities.</p>	<p>Conduct site walk with environment focus</p> <p>Whole school environment policy to be written</p> <p>Department environment policies created to reflect Academy policy and refine for specific needs.</p> <p>Environment audits are conducted by all class teams.</p> <p>Learning walks conducted with Environment focus.</p>	<p>Whole Staff</p>	<p>The environment policy is reflective of the needs of the academy and key concerns are identified.</p> <p>There is an academy wide policy that sets the direction for environmental expectations.</p> <p>Classrooms reflect the environment expectations outlined in the academy policy.</p>
<p>The academy has a Therapeutic Provision register where learner's therapeutic needs are identified. This is compliant with individual</p>	<p>Review of sections F & G in students EHCPs and record therapies identified.</p> <p>Termly review of therapy caseloads</p>	<p>DHT/Therapists/ Communication List/Teachers</p>	<p>Staff to have full overview and further understanding of student's therapy needs.</p>

<p>Education Health Care Plans.</p>	<p>Developed communication between academy and therapy professionals.</p> <p>Develop Therapy CPD programme for academy staff to support delivery of therapies in class.</p> <p>Develop an assessment programme to monitor therapeutic progress</p>		<p>Students are in receipt of identified therapies supporting progress.</p> <p>Enable appropriate academy staff to support students therapy needs.</p> <p>Assessment system to monitor and review therapeutic progress.</p>
<p>There is a positive culture around sensory integration and staff have a theoretical understanding of sensory needs and sensory diet.</p>	<p>Sensory Integration audit</p> <p>Work with OTs to develop a Sensory Integration Strategy</p> <p>Sensory assessments completed at the beginning of the academic year</p> <p>Development of individual student Sensory Profiles</p> <p>Development of sensory rooms/resources</p>	<p>Whole Staff</p>	<p>Identification of students sensory needs</p> <p>Students sensory needs overview available in easy access document</p> <p>Appropriate resources are available to support students sensory needs.</p> <p>Sensory rooms and resources are utilised to support students sensory needs.</p>

9. Changes

Description	Date	Page	Section
Not Applicable			