



MARITIME ACADEMY

ACCESSIBILITY PLAN (TSAT)

Maritime Academy

Part of the Thinking Schools Academy Trust

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Responsible person: Jody Murphy



THINKING SCHOOLS
ACADEMY TRUST

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STRENGTH - PRIDE - UNITY

MAKING EXCELLENCE A HABIT



Contents

.....	1
Aims	3
The Thinking Schools Academy Trust mission statement	3
Maritime Academy Mission Statement	3
Ethos and values	3
Legislation and Guidance	4
Our commitment	5
Increasing the extent to which disabled students can participate in our curriculum	5
Reviewing the physical environment	6
Improving access to information for disabled students (and other members of our community)	7
Seeking feedback and working with the community	7
Action Plan	9
Monitoring Arrangements	14
Links with other Policies	14



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the School to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

The Maritime Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Thinking Schools Academy Trust Mission Statement

At Thinking Schools Academy Trust our mission is to transform life chances.

Every young person in our community deserves to have the best opportunities at life regardless of their individual circumstances.

Education is the key to transforming life chances and we support and develop every member of our community to:

- Think about their Thinking
- Be their best self
- Shape their success

In this way, Thinking Schools Academy Trust transforms life chances.

Maritime Academy Mission Statement

At the Maritime, our mission is to offer a unique opportunity to learn in a modern setting with traditional values. Our school will ensure that students are confident, respectful and responsible young people, who are able to face the challenges of modern society. We believe that through our traditional ethos and values, we will create an environment where students are respectful for where they learn, who they learn with and who they are as unique aspirational young people.

Our ethos and core values are at the centre of how we support our students to shape their success and make excellence a habit.

Ethos and Values

Making excellence a habit - To truly transform life chances, we need to transform people: developing effective habits that will support our students to achieve success both within the Academy and beyond. Our expectation



is that students will strive for excellence in academic performance and work hard to be the best member of our school community that they can be.

Strength: Students at the Maritime Academy will demonstrate strength in character.

They will take responsibility for their actions and develop the skills of resilience, initiative, tenacity, integrity and morality to take safe risks and be courageous.

Our students will be determined: demonstrating commitment and perseverance to overcome challenges and barriers to achieve success and be their best selves.

Pride: Students at the Maritime Academy will demonstrate pride in attending a Thinking School.

They will illustrate pride in their aspirations, achievements, personal qualities and the contributions they make to the school and wider community.

Our students will have a strong connection to our school representing our values and ethos through their excellent habits and impeccable conduct.

Unity: Students at the Maritime Academy will be united as a community to support each other to be their best selves.

They will demonstrate respect for where they learn, who they learn with, and who they are as unique, aspirational young people.

All students will hold a united responsibility and commitment to sustainability. Students will also ensure that our school is a calm and purposeful environment where everyone can learn and flourish.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for Schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.



Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our Commitment

The Staff and Governors of the Maritime Academy recognise the need to make all reasonable provisions for the admission and education of disabled students. Where possible we will ensure that:

- Leaders continually review the curriculum to ensure that disabled students are not disadvantaged in any way and that all subjects and activities are available to them.
- Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled students around the academy.
- Leaders review the admissions policy so that reasonable adjustments may be made for disabled students seeking admission to the academy.
- Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students.
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

Increasing the extent to which disabled students can participate in our curriculum

Academy Leaders will identify actions in the Accessibility Plan to enhance teaching and learning opportunities for all those in the academy community with disabilities.

This section gives examples of what this may include:

- Consideration of increasing participation in academy activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult to-include student groups, such as those with physical or behavioural challenges
- How threats to participation have been analysed using a risk assessment proforma and action taken to reduce those identified risks
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities



- Agreeing how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of success
- Description of how an action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments
- How we respond to students and their parents/carers through the application of the SEN Policy (and related Code of Practice)
- Consideration of how liaison, increased communication and relationships with external partners and agencies, has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted
- Identifying how staff training needs, in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc., have been identified and supported.
- Identifying student peer support mechanisms and the ways that the academy has ensured students have a voice in decisions that affect them
- Acting to ensure that disabled members of the academy community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that action has been undertaken to ensure that parents/carers see themselves as partners in their child's education and are increasingly willing to actively support their child's education
- Enhancing the positive culture and ethos of the academy by undertaking quality marks or other additional intervention to improve the academy's ability to include those with disabilities

Reviewing the physical environment

Academy leaders will consider all areas of the physical environment and seek ways to ensure that this is not a barrier to students with disabilities.

This may include:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the building e.g. provision of disabled parking and/or specific provision for pick up/drop off for disabled children



- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT equipment such as computer hardware/software
- Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems
- Improvements of storage implications for wheelchairs and other mobility devices

Improving access to information for disabled students (and other members of our community)

Academy leaders will consider how information can be made available to those with disabilities. This may be achieved by:

- Informing readers that material used by the academy is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision, if requested
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at parents' meetings etc.
- Identifying how they have considered the readability of information including that provided by websites
- Identifying how textbooks and other student information are selected and provided to meet a diversity of student need
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students/parents who have difficulties in accessing information.

Seeking feedback and working with the community

Academy leaders will provide opportunities for members of the community to provide feedback to our school to support the review of the Accessibility Policy and Action plan.

This may be achieved by:

- Access to email the Academy directly to share ideas and reviews
- Staff, student and parent/carer questionnaires or surveys, including Parentview, which indicates increased confidence in the academy's ability to promote access to educational opportunities for students with disabilities
- The contact details of the SENDCo/ Inclusion team are available to the community
- Pupil led data such as absence and progress data
- Review of our digital strategy and seeking feedback from stakeholders



- 'Student Voice'; student responses; verbally, pictorially and written that indicate that they feel themselves to be included
- Ofsted inspections identify higher levels of educational inclusion



Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Please note that an accessibility audit of the school will be scheduled following the completion of the renovations/ main school building is completed, to enable a full and complete action plan to be developed.

Priority 1: Increasing the extent to which disabled students can participate in the curriculum

Timescale	Targets	Plan	Aim/Outcome
End of each academic year in preparation for new academic year.	Raised awareness of the curriculum needs of students with disabilities.	SENCo and/or previous class teacher to meet with staff of new class to ensure they are aware of children's needs. Liaise with outside agencies to provide advice/training if necessary.	All staff have an overview of the needs of these students. Increased access to the curriculum for these students.
As necessary if children join academy or become unwell/ in need of further support mid-year. End of academic year in preparation for new academic year for children with ongoing conditions e.g. diabetes,	Train identified personnel to administer medication	Academy to cooperate with parents in the administration of medication to those children whose education would be disrupted if it was not available in the academy. If necessary, liaise with partners in the Health Authority and seek suitable training. Use agreed policies and procedures.	Children in need of medication able to access whole curriculum. Clear agreed procedure for administering medication.



<p>At least yearly i.e. end of academic year in preparation for new academic year</p>	<p>Accommodate toileting and care needs of incontinent students</p>	<p>Arrange for the provision of suitable equipment. Make sure children are aware of e.g. where to access equipment</p> <p>Make sure staff are aware of needs of incontinent students. If necessary, consult with Health Authority partners to provide training for staff in toilet training techniques and ways of meeting needs of students who are incontinent.</p>	<p>Sensitive procedures for efficient care of students who are incontinent.</p> <p>Agreed procedures for sensitive toilet training.</p> <p>Access to the whole academy curriculum and increased inclusion.</p>
<p>At least yearly i.e. end of academic year in preparation for new academic year</p>	<p>Classrooms are optimally organised for disabled students.</p>	<p>When organising classrooms for the forthcoming year ensure the needs of disabled students are considered e.g. adequate space provided for children with physical disabilities to ensure they are able to move around the classroom, hearing and visually impaired children situated in a suitable position in the classroom etc.</p> <p>If necessary consult with outside agencies for advice regarding adaptations, use of aids etc. are situated in suitable positions within the classroom etc.</p>	<p>Classrooms are optimally organised for disabled students.</p>
<p>Ongoing</p>	<p>Clarification of the support role of academy staff when working with students with Speech and Language difficulties</p>	<p>Work with SALT service to give guidance to the academy staff in supporting individual children.</p>	<p>Appropriate support for students with speech and language difficulties.</p> <p>Increased access to the curriculum for these students.</p>



Ongoing	All students have access to a broad and balanced curriculum	<p>All students are encouraged to take part in all areas of the curriculum at a level appropriate to their ability. Lessons address a variety of identified areas of need including and provided in a form suitable to the child's needs e.g. larger print, use of ICT etc.</p> <p>Disabled students who cannot participate in particular activities e.g. in PE are given suitable alternative experiences or are given the opportunity to work in a different year group.</p> <p>Seek advice and liaise with other agencies regarding statemented students' access to the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p>	All students participate in a broad range of curriculum subjects at a level that is suitable for them.
Ongoing	Academy visits are accessible to all students	The needs of disabled students are considered when planning an academy visit and suitable arrangements made e.g. parent to accompany child, amount of walking required reduced for some children.	All children able to participate in academy visits undertaken by their peer group/class.



Priority 2: Improving the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided.

Timescale	Targets	Plan	Aim/Outcome
Annually	To review annually all areas of the academy in order to ensure there are no physical barriers to access for current and prospective students with disabilities.	<p>Make any necessary low-key adjustments as children with disabilities progress through the academy to maximize physical access, improve acoustics and maximize visual clues e.g.</p> <p>Fit ramps and handrails. Make sure pathways around the academy are safe and well signed.</p>	<p>Access to all areas of the academy for all students.</p> <p>Increased student autonomy.</p>
Ongoing	Academy plans to consider the needs of students and visitors with physical difficulties and sensory impairments, when planning and undertaking future improvements and refurbishments of the site and premises, in order to improve access over successive financial years.	<p>Plan for parking near the academy gate/in car park.</p> <p>Emergency and evacuation systems to inform all students e.g. flashing lights. Use of tactile signs. Signs in Braille.</p> <p>Ensuring that all disabled students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan).</p> <p>Furniture and equipment selected, adjusted and located appropriately.</p>	



		Fit disabled toilets on all levels of the academy.	
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Priority 3: Improving the availability of accessible information to disabled students.

Timescale	Targets	Plan	Aim/Outcome
Ongoing	To provide written materials in alternative forms when required or requested	The academy to ensure that information is presented in a user-friendly way, e.g. use of font style and size, use of support staff to assist with reading, use of ICT.	Delivery of information to disabled students improved
Long Term	As above	Where necessary liaise with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in braille for students/parents and carers who may have difficulty with the standard written print.	As above.
Annually	To ensure that student needs are met through 'Access arrangements' in planning exams.	Use qualified assessors to test students and provide information on access arrangement. Ensure the SENCo and Exams Officer arranges testing in good time and puts into place any requirements.	Improvements in student outcomes. Meeting exam board requirements.



Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary – e.g. once the accessibility audit has been completed.

It will be approved by the Headteacher

Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and safety policy
- Special educational needs (SEND) information report
- Supporting students with medical conditions policy