



Mossbourne
Community
Academy

Accessibility Plans

Last Review:	July 2025
Next Review:	Upon substantive changes

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Accessibility Plans

Aims

- 1.1
- 1.2 The Mossbourne Federation will ensure that Accessibility Plans are created and maintained defining access to the curriculum, access of information and physical access to the site for all sections of the community using the academy.

2. Scope

- 2.1 This policy covers all staff and students.

3. Definitions

- 3.1 The definition of disability under the law is extensive. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- 3.2 The definition of disability includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.
- 3.3 If a person has been disabled in the past (for example, those recovering from cancer and people with a history of mental illness) they are covered by the legislation for the rest of their life.

4. Key Principles

Schools are required under the Equality Act 2010 to have an Accessibility Plans. The Federation Accessibility Plans aim to:

- Increasing the extent to which disabled students can participate in the curriculum.
- Improving the physical environment of the academy to enable all users including disabled students, staff, parents, and visitors take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to all users.

- 4.2 The Federation recognises the need to provide adequate resources for implementing plans and the need to review them.
- 4.3 Accessibility Plans are designed to be holistic, covering all aspects of Accessibility for users of the academy. Accessibility Plans are part of a continually evolving process, which will be under regular review as the users change and as physical aspects are changed, upgraded, improved or extended from time to time.

5. The Plans

5.1 Accessibility Plans follow this section as Appendices. This includes the academy's action lists.

5.2

5.3 Accessibility Plans aim to address the three areas of improving Accessibility to:

- The physical environment.
- Accessibility to education, benefits, facilities, and services (the whole life of the academy).
- Accessibility to information usually provided in written form.

6. Factors considered

6.1 Assessments have taken account of:

- The constitution of each academy's population and
- The nature of the academy, including consideration of the impact of the academy's existing plans and priorities.

6.2 Accessibility Plans take account of student information including:

- Students already on role.
- The nature of the future intake (advance information from primary school etc.).

6.3 Account has also been taken of:

- The presence of disabled students and their participation in the life of the academy, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled students have limited or no accessibility, the participation of disabled students in after school clubs and school visits, parts of the school to which disabled students have no or limited accessibility.
- The impact on disabled students of the way the school is organised, for example, federation and academy policies, protocols and processes around, for example, the administration of medicines, timetabling, anti-bullying, school trips and teaching and learning.
- The physical environment of the school.
- The curriculum.
- Outcomes for disabled students including exams and end of key stage results and achievements in extra-curricular activities.
- Information is obtained from students, including their views concerning provision (see 6.4).

6.4 The Academy will consider it important for Accessibility Plans to be informed by involving disabled people, including:

- The views and aspirations of disabled students themselves.
- The views and aspirations of the families of disabled students.
- The views and aspirations of other disabled people.
- The priorities of the local community.

7. Responsibilities

7.1 A designated member of staff in the academy will be responsible for reviewing the Accessibility Plan every three years or when there are significant changes to the fabric

Last Review: July 2025
Next Review: Every Three Years or Upon Substantive Changes



or structure of the Academy or to the range and needs of its users.



Appendix 1 Whole Academy Accessibility Plans

Whole Academy Objective: Accessibility to the Curriculum	Whole Academy Objective: Accessibility of Information	Whole Academy Objective: Physical Accessibility
1) Ensure all staff are updated regularly and new staff trained in responsibilities under DED of the Equality Act 2010. Training to be delivered by Head of inclusion with support from Mossbourne Federation Human Resources and updates given during relevant INSET.	1) HOLAs to be aware of any issues raised from the accessibility of teaching materials, text books and other information and to address in LA development Plans written each year in October.	1) To continue to purchase new and adapt existing furniture, fittings, and equipment in response to individual accessibility assessments undertaken for disabled students e.g. larger tables suitable for use with a wheelchair, adaptation of fixed benching in DT and Art rooms or purchase of adapted benching/seating, as appropriate (HOI, HoLAs, COO Finance).
2) Continue to deliver training programme on curriculum accessibility for disabled students, with a particular focus on ASD, SpLD and physical disabilities. Training to be co-ordinated by the Head of Inclusion and Curriculum Support Team and external specialists as appropriate.	2) The Head of Inclusion to continue to ensure that information is available in accessible formats as required.	2) To purchase specific adaptive equipment to ensure disabled students are able to Accessability the curriculum e.g. enlarged computer screens, alternative to foot- operated sewing machines, a food workstation fitted for a student in a wheelchair and other physically disabled students. (HOI, HOLAs, COO Finance).
3) SLT HOLAs & HODs to address inclusion in academy & learning area development Plans. Continue to address SEN Inclusion at ELT and other meetings, as appropriate.	3) Staff awareness of the needs of students with disabilities to be raised through SEND Staff Information folder and staff guidance which identifies best practice on delivery of information to disabled students.	3) To continue to ensure classrooms are fitted with blinds, where necessary to reduce glare and to ensure visibility of whiteboards (COO Finance, & HOLAs).
4) HOLAs to continue to ensure the curriculum is fully differentiated within Learning Areas to ensure Accessibility for students working below expected levels. HOLAs to liaise with Head of Inclusion, TIC ASD Learning Support Teachers and teaching staff.	4) Identify, wherever possible, the preferred method of communication with disabled students and their parents/carers.	4) Ensure accessibility is considered in all future purchase decisions of equipment (HOLAs).
5) HOLAs to ensure that schemes of work and assessment materials are available for all students	5) To develop a common style of communication within the academy to facilitate Accessibility to	5) Work with neighbouring schools to share resources where possible – Stormont House, Petchey Academy (HOI, CSD Team, MWO, TIC ASD)



Whole Academy Objective: Accessibility to the Curriculum	Whole Academy Objective: Accessibility of Information	Whole Academy Objective: Physical Accessibility
<p>including students working well below expected levels.</p> <p>6) Academy staff within departments and members of the CSD to continue to work as subject specialists in teaching students working below expected norms. They will develop and disseminate differentiated teaching strategies and resources to staff within departments, as appropriate.</p> <p>7) Develop confidence and knowledge for all staff, including Teaching Assistants, in delivering curriculum to ASD students through further ASD Awareness training delivered by TIC ASD.</p> <p>8) Develop staff awareness and understanding of student learning to increase accessibility for vulnerable and disabled students, especially those with SEMH, through further training from specialists as appropriate.</p> <p>9) Accessibility for Examination Policy to be implemented. Appropriate training and resources to be provided for CSD staff & Examinations Officer to ensure that appropriate arrangements are made for all disabled students, for both internal and external examinations and to ensure that parents are</p>	<p>information for disabled, students, parent carers.</p> <p>6) Ensure that The Mossbournian newsletter is available, as required for those who have a visual impairment in an accessible format. We already offer the newsletter as a large print version, via the website; and will also offer an audio version on request.</p>	<p>6) To ensure staff have the relevant specialist & medical training and information to meet the needs of students with physical disabilities (HOI & MWO) and are aware of students' individual medical plans.</p> <p>7) To maintain PEEPs for disabled students in the event of emergency evacuation and to undertake an assessment of the requirement for smoke alarms and heat sensors in all practical classrooms. To ensure that the Emergency Evacuation Procedures are sited in all rooms and are visible to all staff and students, with needs and to provide protective ear defenders for ASD/other students, where appropriate.</p> <p>8) To continue to implement safe toileting procedures including the disposal of hazardous waste and student supervision where necessary for disabled students and to designate student only toilet facilities for disabled students who are catheterised.</p> <p>9) To provide annual manual handling training to meet the needs of students with disabilities. (Head of Inclusion).</p>



informed of assessments undertaken. Continue to raise staff awareness of Accessibility arrangements and appropriate classroom practice through training and liaison with HOLAs & HODs.		<p>10) To ensure lifts are DED compliant (Site Managers).</p> <p>11) To continue to make appropriate transport arrangements for school visits to ensure that all students are able to participate.</p> <p>12) To ensure that Medical Care Plans are written and available to all staff as appropriate to individual students.</p>
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Action list

- To continue to develop and enhance staff knowledge of responsibilities under the Disability Equality Duty of the Equality Act 2010.
- To ensure that the academy's Improvement Plan improves outcomes for all pupils in order that all groups of pupils make sustained and rapid progress and Accessibility a broad and balanced curriculum which provides a foundation for appropriate future career pathways.
- With the Human Resources team, to ensure MCA is in line with the 2010 Equality Act to support staff, students and carers/parents, update and implement relative policies.
- To ensure and enhance accessibility to and participation in the wider curriculum in accordance to the 2010 Equality Act.
- To ensure the HOLAs of Learning Areas action relevant action points.
- To ensure that Medical Care Plans and PEEPs are updated and disseminated to staff.
- With the Human Resources team, to ensure the academy is in line with the 2010 White paper to support vulnerable students.
- To ensure that students are able to get the most from their education at the academy.
- To ensure that the academy is proactive in determining and then addressing the needs of parents and staff with disabilities



Appendix 2 - Accessibility Maps, MCA





Disabled Access to Dining Facilities

