

MARY ROSE ACADEMY

Accessibility Plan and Strategy 2017-18

Mary Rose Academy Accessibility Plan and Strategy is based on the following nationally targeted aims:

1. increased access to the curriculum for disabled pupils
2. improvements to the physical environment of schools to increase access to education and associated services at schools
3. improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled

The plan and strategy must be understood in the context that we are a special school for children with severe and complex needs. Whilst other schools may develop and present plans to ensure greater possibilities for inclusion of those with Special Educational Needs the core purpose of our school is high quality provision for our children.

1. Increased access to the curriculum for disabled pupils

Mary Rose Academy Curriculum is designed to provide a broad, balanced and relevant curriculum for all our children. Our work enables our children to access the National Curriculum and other national initiatives, but it is centred on meeting the needs of every individual. We currently offer therefore access to the curriculum for all disabled pupils for whom the school is intended to cater. (The school for example would not be appropriate provision for say a wheelchair using child with average or above levels of learning attainment and it would not be appropriate for the school to prepare for such a child.) We aim to provide high quality provision for each and every pupil. Those pupils who have needs additional to their learning difficulty (E.g. autism, physical disabilities, significant medical needs, sensory loss) will have these additional needs met by the school as part of their individual programme.

Monitoring:

The Governors LPPS Committee will monitor the quality of education on offer to our pupils through a variety of means that will include: the use of senior leader monitoring, the use of external assessments, the comparison of available data, the use of parental feedback.

The Full Governors Board Finance will monitor the use and allocation of resources aimed at meeting the needs of different SEN groups.

2. Improvements to the physical environment of schools to increase access to education and associated services at schools

The main site of our school is relatively new and meets all current accessibility requirements.

The Craneswater site which is for 6th Form students and also a specialist centre for pupils with complex needs and challenging behaviour is housed in an old Victorian building. The school is working closely with Portsmouth PCC to ensure this meets the required standard. Work is ongoing. Access to local schools including both special and mainstream is sought for those children for whom professional or parental opinion sees this as valuable.

Mary Rose Academy supports many mainstream schools to ensure the quality of provision they have in place for children with SEN meets the needs of pupils with SEND in their settings.

The Governors work closely with parents, staff and (where possible through the student council) pupils to ensure that the school communities views are represented in premises developments.

Monitoring: The Local Governing Board will monitor the quality of physical provision on offer to our pupils through a variety of means that will include: close liaison with the Solent Academies Trust Board, LA, external reports, regular inspection and consideration of ongoing national developments

3. Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled

All pupils at Mary Rose Academy have highly complex needs. We present information and curricular activities to our pupils in the way in which they can best access this. Staff are routinely trained in signing and symbol use to better facilitate communication. Staff are routinely trained in methods to best facilitate better communication for those with autism. Staff are routinely trained in methods to best facilitate better communication for those with Profound and Multiple Learning needs as well as specific difficulties including Multi- Sensory based education techniques and the use of switch based technology. Staff are routinely trained in methods to best facilitate better communication for those with challenging behaviour, and we have a strong commitment to the philosophy of Team Teach and all staff are trained on a rolling programme.

Monitoring: The Local Governing Board will monitor the quality of continued professional development on offer to our staff through a variety of means that will include: the use of Senior Leaders monitoring, the use of external assessments, the comparison of available data, the use of staff feedback.