



Document Title	MLT Accessibility Plan
Author/Owner (Name and Title)	Principal at Maltby Academy
Version Number	V1
Date Approved	23 rd March 2023
Approved By	Local Governance Committee

Policy Category (Please Indicate)	1	Trust/Academies to use without amendment
	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
V1	12.03.23	MMC	Complete re-write.

CONTENTS

1. AIMS	3
2. LEGISLATION AND GUIDANCE	3
3. ACTION PLAN	4
4. MONITORING ARRANGEMENTS	8
5. LINKS WITH OTHER POLICIES	8

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

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

Maltby Academy is committed to welcoming all students. We are highly ambitious for all and will make the necessary adjustments to enable students to access a broad and balanced curriculum, participate in enrichment activities and access social time.

The Academy's own systems, policies and procedures should not in themselves act as barriers to students' achievement, engagement, and success. Where this is the case, reasonable adjustments are made as appropriate.

The plan will be made available online on the Academy website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

Our Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our Funding Agreement and articles of association.

3. ACTION PLAN

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with SEND</p>	<p>All students have access to a broad and balanced curriculum including students with SEND.</p> <p>The integrated curriculum at Key Stage has been remodeled to ensure all students follow high quality languages and humanities programs of study.</p> <p>Bespoke curriculum provisions are in place through REACH (SEMH) and The Hub for students who need additional support to access the full curriculum offer. This provision is regularly reviewed and adapted as necessary.</p> <p>The SENDCo reviews all IEPs regularly with parents/carers and adapts these as necessary to ensure all students benefit from appropriate support to access the curriculum fully.</p> <p>EHCP students have formal annual reviews to assess the suitability of provision and ensure it is tailored effectively.</p> <p>Class teachers all have access to individual IEPs through Class Charts. Regular lesson quality assurance has a focus of provision for SEND students in the classroom and teachers act on feedback to continually improve this provision.</p> <p>All staff have regular CPD to ensure that high quality provision for all SEND students is in place.</p>	<p>Students with Special Educational Needs and Disabilities (SEND) have equitable access to the full curriculum offer, make excellent academic progress and embark on high quality progression routes beyond KS4/5.</p> <p>Students with SEND are included in all aspects of Academy life and develop the softer skills and qualities to thrive after they leave the Academy.</p>	<p>Subject Leaders to review curriculum provision and ensure that all SEND students have equality of access and curriculum adaptations are in place as necessary.</p> <p>The SENDCo and Subject Leaders to track progress of SEND students across all Key Stages and ensure that interventions are actions to maximise SEND progress. RAP process at Key Stage 4 and Key Stage 5 to highlight overall SEND progress and discuss actions with subject leaders.</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>The curriculum is fully accessible and inclusive. It is ambitious and meets the needs of all students, including those with SEND.</p> <p>Students with SEND succeed in line with non-SEND students.</p>

Improve and maintain access to the physical environment for students and visitors with SEND	<p>Pedestrian approach to school is accessible</p> <p>Marked disabled parking spaces available</p>	<p>For the main entrance to be fully accessible</p> <p>For parents/carers/students with a disability to be able to park close to the main entrance</p>	<p>Regular weekly checks for uneven surfaces</p> <p>Ensure at least one space is available near reception</p>	<p>Site team Site Manager Principal Site Manager</p>	<p>Complete</p>	<p>For the main entrance to be fully accessible</p> <p>Spaces marked and available</p>
Improve and maintain access to the physical environment for students and visitors with SEND	<p>Key external routes are accessible</p> <p>Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.</p>	<p>To improve external routes including level changes</p> <p>Liaise with key professionals to ensure that all students can assess the physical environment.</p>	<p>Regular checks for uneven levels</p> <p>Continue to act on individual basis the needs of the students in consultation with external agencies. Support from: AVP SENDCO, DSL, CCO, Bridge staff</p>	<p>Site Manager</p> <p>SENDCo</p>	<p>Ongoing checks</p> <p>Termly reviews</p>	<p>Key external routes are accessible to all students and visitors with SEND</p> <p>Needs of individuals met therefore additional need is not hindering progression.</p>
Improve and maintain access to the physical environment for students and visitors with SEND	<p>Principal regularly monitors the property to ensure awareness of any arising barriers and subsequently addresses needs – training and professional expert support and advice used when needed.</p> <p>Where physical environment cannot be satisfactorily be adapted (e.g. KS2 building upstairs access) groups will be relocated to facilitate fair access</p>	<p>Ensure that the physical environment is accessible for all site users/visitors.</p> <p>Where physical environment cannot be made accessible, reasonable adjustments will be made to the location of groupings to facilitate fair access</p>	<p>Termly review of the physical environment to ensure that spaces are accessible and have not been closed down by arrangements of furniture etc.</p> <p>On identification of need, a risk assessment will be made using best possible advice and guidance as what reasonable, practicable steps should be taken to facilitate access.</p>	<p>SLT</p> <p>Site Manager</p> <p>SENDCo</p>	<p>Termly review</p> <p>As required</p>	<p>All users and visitors have equal access to the physical environment.</p>
Improve and maintain access to the physical environment for students and visitors with SEND	<p>All areas in school are accessible</p>	<p>To make all corridors and activity spaces accessible, addressing vertical movement and internal change (Medium Term)</p>	<p>Ensure all access routes are kept clear</p>	<p>Site Team Site Manager</p>	<p>Weekly</p>	<p>All areas of school accessible</p>

	<p>Toilets for people with disabilities are available throughout school</p> <p>Evacuation procedure in place for students and visitors with disabilities</p>	<p>To ensure toilets for people with disabilities are available throughout school (Short Term)</p> <p>To ensure escape procedures in place for students, staff and visitors with disabilities (Short Term)</p>	<p>To ensure toilets for people with disabilities are available throughout school</p> <p>Personal Emergency Evacuation Plan (PEEP) to be put in place for students, staff and visitors as and when required.</p>	<p>Principal Site Manager SENDCo Health Care Assistants Site Manager</p>	<p>Complete</p> <p>On-going</p>	<p>Toilets for students and visitors with disabilities are available throughout school</p> <p>Evacuation procedures in place for students, staff and visitors with disabilities</p>
<p>Improve the delivery of information to students with a disability.</p>	<p>The Academy continually seeks guidance from professional bodies, including the local authority, for converting written information into alternative formats.</p> <p>Academy information – e.g. website remains accessible to parents/carers and other stakeholders.</p> <p>Academy information is shared with parents/carers and other stakeholders in a variety of formats for parents to access e.g. email, Class Charts, My Ed App Academy communication is presented in a way that takes into account the varying needs of stakeholders e.g. literacy needs.</p>	<p>Academy information is accessible to all. There is an awareness of individual need within the community for adapted and bespoke communication.</p>	<p>Continue to review all current publications and promote the availability of alternative formats as necessary.</p> <p>Continue to develop the website with alternative approaches to delivering information eg video</p>	<p>SENDCO</p>	<p>Ongoing</p>	<p>All information is accessible to parents/carers and other stakeholders.</p>

4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Principal.

It will be approved by the Chief Executive Officer and the Local Governance Committee.

5. LINKS WITH OTHER POLICIES

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

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEND) Information Report and Policy
- Supporting Pupils with Medical Conditions Policy