



Document Title	MLT Accessibility Plan
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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	RWO	Complete re-write.
V2	12.03.26	Principal	Full review and update

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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 its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At Maltby Academy our vision is to deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

We are committed to ensuring all young people and adults are fully invested in learning through the inspirational teaching of an inspiring, knowledge rich curriculum which secures excellent outcomes and positive progression routes for all (no one left behind).

We believe that providing the right support for your child is fundamental in enabling them to make the progress required to leave school with first-rate qualifications and become independent, successful young people regardless of their SEND need. Accessibility is not solely the responsibility of the SENDCo; it is a whole-school leadership priority supported by senior leaders, governors and the Trust.

We aim to ensure all children are able to access the curriculum and fulfil their potential. We undertake the steps outlined in this Action Plan to ensure:

- All students have access to the school curriculum and school activities
- Students are supported to achieve their full potential despite any difficulty or disability they may have
- Staff are aware of students' individual needs and teach in a way that is appropriate for them
- Opportunities are provided for students to develop confidence, self-esteem and resilience
- We work in partnership with parents/carers, students and external agencies
- Provision is made for children with Special Educational Needs and Disabilities to fully develop their abilities, interests and talents
- Special Educational Needs are identified at the earliest opportunity to ensure early intervention and support
- All children with Special Educational Needs and Disabilities are fully included in all aspects of school life
- Appropriate staff regularly review policies and practice in order to achieve the best outcomes for all our students.

This Accessibility Plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academy 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. This includes taking guidance from [Rotherham MBC's Schools accessibility strategy and their vision](#);

'For our children and young people with SEN and Disabilities is the same as for all our children and young people; that they be safe, happy, healthy, confident and successful, contributing to a thriving, inclusive community that is welcoming to all'.

Our Academy complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in the Academy, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including school staff, students, parents/carers and governors.

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 Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>1. Increase access to the curriculum for pupils with a disability</p>	<p>All students have access to a broad and balanced curriculum including students with SEND.</p> <p>The integrated curriculum at Key Stage 3 has been remodelled to ensure students that need extra literacy support can access targeted intervention alongside a full curriculum offer.</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 our MIS. 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>Seating plans and classroom environments are adapted to meet physical, sensory and cognitive needs.</p> <p>All staff have regular CPD to ensure that high quality provision for all SEND students is in place.</p> <p>All trips and enrichment opportunities assessed to ensure that pupils with SEND have equality of access. Pupils with disabilities are supported by the SEND team on trips and visits.</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 progress of SEND pupils is in line with that of their non SEND peers. RAP process at Key Stage 4 and Key Stage 5 to highlight overall SEND progress and discuss actions with subject leaders.</p>	<p>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> <p>Attendance of pupils with SEND is at least in line with the attendance of non-SEND pupils</p> <p>Increased participation of pupils with disabilities in enrichment and trips.</p> <p>Positive pupil and parent voice regarding accessibility of learning.</p>

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<p>2. Improve and maintain access to the physical environment</p>	<p>Pedestrian approach to school is accessible</p> <p>Marked disabled parking spaces available</p> <p>Lifts are installed throughout the academy where needed</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>Risk assessments adapted for pupils with disabilities for trips and off-site activities</p> <p>Principal and Trust facilities manager regularly monitor the estate to ensure awareness of any arising barriers and subsequently addresses needs – training and professional expert support and advice used when needed.</p>	<p>Ensure all curriculum areas are physically accessible or reasonable adjustments are made.</p> <p>Ensure that the physical environment is accessible for all site users/visitors.</p> <p>Ensure the safety of all pupils/staff/visitors in relation to emergency evacuation</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 are not impeded by rearranged 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>Regular checks for uneven levels</p> <p>Personal Emergency Evacuation Plan (PEEP) to be put in place for students, staff and visitors as and when required.</p> <p>Continue to act on individual basis the needs of the students in consultation with external agencies. Support from SENDCO, DSL, Internal AP team</p>	<p>Principal & Trust Facilities Manager</p>	<p>Ongoing</p>	<p>Site audit completed annually with action log.</p> <p>All disabled toilets compliant with latest guidance.</p> <p>All evacuation plans tested and signed off. No curriculum restrictions due to physical barriers.</p> <p>All pupils and visitors can access key areas of the site safely.</p> <p>No curriculum areas restricted due to physical inaccessibility.</p> <p>PEEPs in place and successfully implemented in drills.</p> <p>Positive feedback from pupils, parents and external agencies regarding site accessibility.</p> <p>Reduction in incidents linked to environmental accessibility barriers.</p>

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<p>3. Improve the delivery of information to pupils 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 is shared with parents/carers and other stakeholders in a variety of formats for parents to access e.g. email, Bromcom (MCAS), social media</p> <p>Academy communication is presented in a way that takes into account the varying needs of stakeholders e.g. literacy needs.</p> <p>Staff adapt communication methods for pupils including the use of sound amplifiers where needed</p> <p>Large print or other formats available to all on request</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>Pupils and families requiring adapted communication formats are identified and the academy is proactive in ensuring that their specific needs are met.</p> <p>Ensure a range of formats are available to all on request.</p> <p>Ensure that parents/carers are aware that they can request information in varying formats.</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 & Principal</p>	<p>Ongoing</p>	<p>Parent voice indicates improved accessibility of communication.</p> <p>Reduction in complaints relating to inaccessible information.</p> <p>All key policies and communications available in accessible formats.</p> <p>Increased engagement from pupils and parents with additional needs.</p>

4. MONITORING ARRANGEMENTS

This document will be reviewed in full every three years and monitored annually through a RAG-rating of in section 3. It will be reviewed by the SENDCo and the Principal, with oversight from the Trust.

Final approval will be provided by the Chief Executive Officer and the Academy Education 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 (SEN) information report
- SEND Policy
- Supporting Students with Medical Conditions Policy
- Behaviour and Attendance Policy
- Estates Management Plan
- Health & Safety and Fire Evacuation Procedures
- Equality Objectives Statement
- ICT Acceptable Use and Digital Strategy
- Admissions Policy