

Maltby Academy - Accessibility Plan 2020-2023



Success for today, Prepared for tomorrow

Resilience

Aspiration

Responsibility

Confidence

Community

AIMS

Every child who comes to Maltby Academy is unique. They come to school with their own combination of experiences, understanding and learning which it is our job, and privilege, to build upon. We believe that every child has the right to make the absolute most of their abilities. We aim to enable our children to overcome any barriers they face, including any social disadvantages they might experience both in primary education and beyond. 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 that we:

- Continually increase access to the curriculum for students with a Special Educational Needs or disability;
- Improve and maintain access to the physical environment for all stakeholders;
- Improve the delivery of written information to students, staff and other stakeholders to ensure equality of access for all.

PURPOSE

To increase access to education for students with disabilities, in the three areas required by the planning duties in the Equality Act 2012, Schedule 10, Paragraph 3 (See Appendix 1):

- Increasing the extent to which students with a disability can participate in the Academy's curriculum,
- Improving the physical environment of the Academy, for the purpose of, increasing the extent to which students, staff and visitors with a disability are able to take advantage of education, benefits, facilities and associated services provided or offered by the Academy, and;
- Improving the delivery, to students, colleagues or visitors with a disability, of information which is readily accessible to other students who are not disabled.

TIMEFRAME

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student.

In line with current legislation, this is a three-year plan (The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.) This plan will be kept under review during the period to which it relates and, if necessary, be revised.

Maltby 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 plan will be made available online on the Academy website, and paper copies are available upon request. Maltby Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

DEFINITION

A person is regarded as having a disability, under the Act (The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.), where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

Under the SEND code of practice (2015) SEND is defined as:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions

(N.B. Students with specific medical needs'; the responsibility of the Designated Safeguarding Lead (henceforth DSL) and the Special Educational Needs and Disabilities Co-ordinator (henceforth SENDCo), accessibility needs are also addressed in this plan).

INCREASE ACCESS TO THE CURRICULUM FOR STUDENTS WITH A DISABILITY

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Complete actions	Success criteria
<p>The evolving curriculum remains accessible.</p> <p>Identify areas for improvement to address.</p> <p>Subject areas plan to/ address areas for improvement identified</p> <p>Senior/ Subject leader monitors actions and impact.</p> <p>SENDCo reviews.</p>	<p>Areas for improvement are identified through on-going monitoring (drop-ins/observations of individual children/book scrutiny etc.) and evaluation by the SLT/subject leaders and SENDCo this is supplemented by external reviews.</p> <p>Class teacher and phase leaders plan to/address areas for improvement identified through focused action plans – support provided through SENDCo, external specialist advice (e.g. LSS/SALT) and graduated response documentation</p> <p>SENDCo, SLT and subject leaders monitor actions and impact. Leaders inform staff of needs and expectations annually in staff meetings.</p> <p>SENDCo) reviews SEN children termly, working with teachers to produce programmes of work meeting individual needs and requirements – recorded and managed through SMART IEP targets.</p> <p>EHCP children have formal annual reviews – this ensures that provision is tailored to meet the needs of the most vulnerable child and impact/appropriateness of provision is formally assessed.</p>	<p>Short term: Book scrutiny to identify areas of need and show progression of all students, session to session.</p> <p>Staff meetings to inform practice of colleagues</p> <p>Medium: Phase leaders and subject leaders to have a clear insight into need and have timely measurable targets.</p> <p>To address and ensure disparity in achievement for SEND children is targeted.</p> <p>Long: Ensure that all students receive an equality of access and that attainment for the most vulnerable is maximised</p>	<p>SENDCo (with the support of external agencies as needed e.g. SaLT) will work with class teachers to maximise the accessibility of all areas for students with SEND and disabilities, maximising the extent to which disabled students can access their subject curriculum. (E.g. <i>do the curriculum and resources include examples of people with disabilities?</i>)</p> <p>Phase leaders and core subject areas to create effective timely action plans for development</p> <p>SENDCo to review progression and ensure that aspirations are high and achievable</p> <p>SENDCo to review provision map, ensuring that the needs of all learners are met and produces a focused PPLD plan for individuals and groups to address key focus areas.</p> <p>IEPs are reviewed regularly with teaching staff and the implementation of these monitored by the SENDCo.</p>	<p>SLT</p> <p>SENDCo</p>	<p>Termly</p> <p>Termly</p> <p>Annual</p>	<p>Phase leaders to have a knowledge of student progress with relevant timely focused interventions support.</p> <p>Progress reviews showing ongoing support and progression of students. SEN students tracking individual.</p>

	<p>SENDCo delivers/organises staff training termly in order to ensure staff are able to meet the emerging needs of students.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students. Subject progressions map skills across curriculum stages; this allows teachers to carefully track students' understanding and application of key knowledge, thus allowing teachers to plan opportunities for students to improve gaps in learning earlier.</p>		<ul style="list-style-type: none"> • SENDCo works closely with the SLT QA provision, to ensure that IEPs are in all class files and strategies are being used in lessons • SENDCo prompts Lead TAs and all Bridge staff to reflect with Subject Leaders, extent to which disabled students can access their subjects' curriculum. (E.g. do the curriculum and resources include examples of people with disabilities?) • SENDCo collates reflections with Lead TAs and TAs; essentially a 'subject audit.' • SENDCo co-ordinates feedback to subject areas with advice on how to make improvements in the coming term. • Cycle of 'assess, do, review, plan' repeated. 			
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Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	• Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>SEND students (and students with specific medical needs) can access learning</p> <p>Curriculum accessible to individual SEND students (and students with specific medical needs.)</p>	<p>Every effort is made to ensure that all children can exercise their right to an education.</p> <p>Individual care plans are in place for all students with medical needs. Specialist help is sought by the SENDCo, where needed, to ensure any plans meet best practice and do not put staff or students at risk.</p> <p>Specialist training is implemented through partnership with key agencies (hospital services, epilepsy, moving and handling, Hearing Impaired Service, VI etc.) to ensure that all staff have the appropriate skills and confidence to meet the needs of children.</p> <p>Where needed, reasonable adjustments are made to curriculum provision to ensure that children with complex medical needs, SEND or disabilities can access the curriculum within school – this includes use of ICT, adjustments to teaching group locations, or any other reasonably practicable steps.</p> <p>In the rare event that a child's needs cannot be met in school, the SENDCo and class teacher liaise with other agencies and providers as needed (e.g. Hospital schools). Work is provided regularly for children and steps taken to ensure that they remain part of their social group.</p> <p>If a child's needs cannot be met within the academy in the longer term, the school will work with families and other agencies to ensure an appropriate placement is secured whilst maintaining access to education at all times.</p>	<p>Short term – all children within school are able to access education through regular review and evaluation cycles.</p> <p>Medium Term – Work with other agencies ensures generic plans and staff skills are developed in meeting the needs of students with particular needs – ensuring equality of access</p> <p>Long term – Monitor the extent to which all children's needs are met within the academy – review plans as needed</p>	<ul style="list-style-type: none"> • Case-by-case evaluations to be undertaken of whether needs are met within school • Plans to address barriers are regularly reviewed especially in light of changing needs as and when needed. • Whole school/targeted SEND monitoring is used to monitor effectiveness of provisions. • Training packages for individuals/whole staff is adjusted to meet changing needs • Analyse learning cycle data (across Academy, subjects, by teacher) and report findings to SENDCO and Director of Professional Learning and Development (henceforth PLD) • INSET provided to staff members – including how to differentiate the curriculum. Bespoke training e.g. coaching foci where need identified. 	SENDCo	<p>Termly</p> <p>Annual review</p> <p>Annual whole school ADP</p>	<p>The vast majority of students with additional needs access school regularly</p> <p>Students who are unable to attend school due to a SEND/disability/medical reason can still access learning.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Staff members skilled to support students with Special Educational Needs and Disabilities (henceforth SEND.)	<p>Student Progress Meetings (henceforth PPM) data gets analysed by SLT to ensure that students are monitored regularly.</p> <p>Findings from PPM are reported to SENDCO for graduated response to be applied.</p> <p>INSET provided to associate professionals in supporting key areas of need</p> <p>Staff meetings held with training provided to staff members – including how to accommodate to additional needs and ensure a graduated support is enforced.</p>	<p>Short term: Ensure that students receive timely focused interventions that fit to need.</p> <p>'Graduated response' is enforced</p> <p>Medium Term: Ensure that the majority of children's needs are met through quality first teaching.</p> <p>Long term: To ensure AP training is an annual event fitting to the needs of CPD.</p>	<p>Monitor that graduated response meets the needs of individual students.</p> <p>Ensure that PPMs encourage high aspirations for SEN students. With an Inclusion team member present.</p> <p>Ensure that Agreed actions from PPMs are carried out through follow up discussions and monitoring</p>	<p>SLT SLT</p>	<p>Half Termly Reviewed half termly</p>	<p>Progression of students is apparent following interventions. Staff CPD is targeted and support is in place for identified classrooms and students.</p>
Academy Trips take into account SEND students' needs (and students with specific medical needs.)	<p>SEND students are given separate risk assessments within trip planning documentation which prompts planners to ensure: Awareness of needs, including those outlined in individual's Health Care Plans (e.g. that require medication administering.)</p> <p>Visit leader briefed on requirements, by person responsible for meeting particular need in school.</p> <p>Individual risk assessment produced in conjunction with person most familiar with the child's needs prior to submission</p> <p>Reasonable adjustments are made to provide for the needs of individual staff/students/parents where needed – this includes liaising with external agencies and seeking external support.</p>	<p>Short Term: To ensure that staff received all necessary training from external agencies for the needs of children for example: epilepsy training, epipen training.</p> <p>Medium term – plans in place for ensuring all children can access trips and visits – network of support agencies formally recorded</p>	<p>Short term - Continually review children accessing visits and trips to ensure necessary staff training etc. is in place for them to access trips and visits. SEND students identified within trip planning documentation which prompts planners to ensure:</p> <ul style="list-style-type: none"> Awareness of needs, including those outlined in individual's Health Care Plans (e.g. that require medication administering.) Briefed on requirements, by person responsible for meeting particular need in school. <p>Medium term – Develop network of support so that the parents of children with disabilities are confident of</p>	<p>Trips co-ordinator Visit Leaders DSL, SENDCO</p>	<p>In preparation for each visit</p>	<p>All students within the Academy have the opportunity to access all trips/ extra-curricular activities.</p>

			the academy's ability to meet the needs of children on trips and visits.			
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IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
The physical environment remains accessible	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. Where physical environment cannot be satisfactorily be adapted (e.g. KS2 building upstairs access) groups will be relocated to facilitate fair access.	Ensure that the physical environment is accessible for all site users/visitors. Where physical environment cannot be made accessible, reasonable adjustments will be made to the location of groupings to facilitate fair access.	Termly review of the physical environment to ensure that spaces are accessible and have not been closed down by arrangements of furniture etc. 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.	SLT Caretaker SENDCo	Termly Review As required	All users and visitors have equal access to the physical environment.
Learning environment of students/staff with visual impairment (henceforth VI) or hearing impairment (henceforth HI) is accessible	Audit and advice from specialists acted upon (e.g. Incorporation of appropriate colour scheme, font, placement in classroom, audio support, additional resources for support) Classrooms are optimally organised to promote the participation and independence of all students/staff.	Liaise with key professionals to ensure that all staff are fully aware of the needs of individuals with HI/VI needs.	Continue to act on individual basis the needs of the students. Support from; AVP SENDCO, VI and HI team, VI and HI Occupational therapist	SENDCO	Termly reviewed	Needs of individuals met therefore additional need is not hindering progression.
Physical environment accessible to individual SEND students (and students with	Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.	Liaise with key professionals to ensure that all students can assess the physical environment.	Continue to act on individual basis the needs of the students in consultation with external agencies. Support from:	SENDCO	Termly reviewed	Needs of individuals met therefore additional need is not hindering progression.

specific medical needs.)			AVP SENDCO, DSL, CCO, Bridge staff			
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IMPROVE THE DELIVERY OF WRITTEN INFORMATION TO STUDENTS

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Students with VI/HI have access to curriculum resources through the availability of written materials in alternative formats.	The academy seeks guidance from the LA for converting written information into alternative formats or the provision of enhanced technology and how best to alter provision so that individual needs are met.	To seek out guidance and support from key workers at the SEND team at the LA.	As required, the Academy will seek out the services available through the LA for converting written information into alternative formats or provision of enhanced technology.	SENDCo/ Principal Support from; AVP SENDCo, VI and HI team, VI and HI Occupational therapist	Termly review	The Academy will be able to provide written information in different formats when required for individual purposes on request
Make available school brochures, school newsletters and other information for parents/carers in alternative formats, including electronically	Information for parents/carers is shared in a variety of formats, including electronically, for parents to access.	To continue to review the distribution of key information for parents and carers To identify the needs of individual families and adapt resources as needed to meet those needs	Review all current school publications and promote the availability in different formats for those that require it	SENDCo/ Principal Supported by IT Team	Termly review	All information about the Academy is available to all parents/carers.

PHYSICAL ACCESS PLAN

Feature <i>For example:</i>	Description of identified issue	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Accessibility of classroom environment	Classrooms cluttered and not wheelchair accessible.	Classrooms to be monitored for accessibility weekly by caretaker/half termly by Principal	Class teacher/SLT/ caretaker	Half Termly review	All doorways conform to current requirements. Students have access to all areas of the classroom as they are optimally organised for disabled students.
Access beyond the ground floor/to multiple levels	Upstairs classrooms accessible to students/staff with limited mobility due to stairs with lift as alternative access route. Staff Room/PPA room accessible by lift only	Classrooms to be reallocated to allow access to children/staff with limited mobility. Any sessions which require access by staff/students with limited mobility will take place in alternate parts of the school. Lift usage to be enabled for any student/staff member needing access to these areas of school.	Class teacher/SLT	Termly review	Education is not disrupted for any student/staff member by inaccessibility of upstairs classrooms.
Corridor access – Including doors etc.	All widths etc. conform to agreed standards. Some doors are heavy and may present a challenge to students/staff with limited mobility.	Checks to be made of all key equipment and additional provision made if needed.	Principal/ Caretaker	Termly review	All doorways conform to current requirements.
Parking bays	Parking on site is permitted to students with additional needs.	Allocation of access to parking where necessary.	Principal	Reviewed termly	Students have ease of access to the school site.
Entrances	Rear gate is heavy and may present a barrier to students/staff with limited mobility.	Checks to be made of all key equipment and additional provision made if needed.	Principal/ Caretaker	Termly review	Gates are accessible to all.

Feature <i>For example:</i>	Description of identified issue	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ramps	Access between rooms no identified needs.		Caretaker	Reviewed termly	Students have equal access to both buildings.
Toilets	Disabled toilets accessible in all buildings. No hoist available in either building.	Provision of hoist to be assessed for practicality within space.	Caretaker/Principal	July 2020	Toilets fully accessible.
Reception area	No identified issue		Principal/ Caretaker	Termly review	All doorways conform to current requirements.
Internal signage	Internal signage is not confusing or disorientating for students with visual impairment, autism.	Improve directional and informational signage inside the buildings and consider the need for braille signage at key areas of the building.	Principal	By Autumn 2020	Academy signage to be accessible to all persons.
Emergency escape routes	No Identified issue		Principal/ Caretaker	Half termly Review	Consider alternative exit routes and ensure these are documented in individual emergency evacuation plans.

IMPROVE REMOTE LEARNING EXPERIENCE FOR ALL STUDENTS

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure all students have the necessary equipment and internet connectivity to access remote learning	Audit undertaken to ascertain the number of students unable to effectively access remote learning due to lack of internet or hardware. All students without appropriate access are provided with a laptop/dongle to ensure	Ensure 100% response to audit to make sure all students without access are catered for.	RCO	February 2021	100% audit response and all students able to effectively access remote learning.

	they can access remote learning.				
Remote learning is effective and covers the full curriculum.	<p>All teachers deliver their full timetable during lockdown remotely via Microsoft Teams.</p> <p>If students are required to self-isolate, when the academy is open to other students, they are able to attend their lessons remotely through Microsoft Teams</p>	<p>Continue to refine and improve online delivery to maintain student engagement.</p> <p>Implement effective quality assurance via 'virtual drop ins' to support high quality remote delivery.</p>	JBE	Ongoing	Online delivery has variety and is engaging. During lockdown student attendance at online lessons is at least 90% across the academy.
All students attend all lessons remotely during lockdown.	Any absence from online learning is followed up by Year Teams, reinforcing expectation of 100% attendance.	Streamline attendance monitoring to remote learning through the use of Class Charts.	NST/MBR	January 2021	All absences to remote learning are followed up immediately.
Students have access to a wide range of online resources to support independent learning and revision.	The Academy subscribes to a number of online platforms e.g. Hegarty Maths, GCSE Pod	<p>Continue to monitor and maximise use of online resources.</p> <p>Subject leaders and teachers to promote the resources more effectively and signpost</p>	RCO	Ongoing	All online platforms are used widely and effectively by all students to reinforce core learning.

Approved by: Richard Wood

Date: 17th November 2020

Updated: 7th January 2021

Next review date: November 2023

APPENDIX 1: EQUALITY ACT 2012: SCHEDULE 10, PARAGRAPH 3

Accessibility Plans

(1) The responsible body of a school in England and Wales must prepare –

- (a) An accessibility plan; and
- (b) Further such plans at such times as may be prescribed.

(2) An accessibility plan is a plan over a prescribed period of 3 years - (The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005)

- (a) Increasing the extent to which disabled students can participate in the school's curriculum;
- (b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- (c) Improving the delivery to disabled students of information which is readily accessible to students who are not disabled.

(3) The delivery in sub-paragraph (2) (c) must be –

- (a) Within a reasonable time; and
- (b) In ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents.

(4) An accessibility plan must be in writing.

(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6) The responsible body must implement its accessibility plan.

(7) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.

(8) A relevant inspection is an inspection under –

- (a) Part 1 of the Education Act 2005; or
- (b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England)