

# ACCESSIBILITY PLAN

Maltby Manor Academy

2020-2023



## STATEMENT OF INTENT

This plan should be read in conjunction with the Academy Development Plan and outlines the proposals of the governing board of Maltby Manor Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010, Schedule 10:

1. Increasing the extent to which pupils with a disability can participate in the Academy's curriculum,
2. Improving the physical environment of the Academy, for the purpose of, increasing the extent to which pupils, 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;
3. Improving the delivery, to pupils, colleagues or visitors with a disability, of information which is readily accessible to other pupils who are not disabled.

A person is regarded as having a disability under the Act 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. (N.B. Pupils 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).

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the academy curriculum.
- Improve the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the Maltby Learning Trust must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing committee also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Principal and other relevant members of staff
- Governors

- External partners

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.

INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY

<p><b>Aim</b></p>	<p><b>Current good practice</b> <i>Include established practice and practice under development</i></p>	<p><b>Objectives</b> <i>State short, medium and long-term objectives</i></p>	<p><b>Actions to be taken</b></p>	<p><b>Person responsible</b></p>	<p><b>Date to complete actions by</b></p>	<p><b>Success criteria</b></p>
<p><b>The evolving curriculum remains accessible.</b></p>	<p>Identify areas for improvement to address in observations by SLT, external reviews and book scrutiny. Class teacher and phase leaders plan to/ address areas for improvement identified. Subject leader monitors actions and impact. Subject leaders inform staff of needs and expectations annually in staff meetings. Special Educational Needs and Disabilities Co-ordinator (henceforth SENDCO) reviews SEN children termly. EHCP children have formal annual reviews. SENDCO delivers/organises staff training termly.</p>	<p>Short term: Book scrutiny to identify areas of need and show progression of all pupils session to session. Staff meetings to inform practice of colleagues Medium: Phase leaders and subject leaders to have a clear insight into need and have timely measureable targets. To address and ensure disparity in achievement for SEND children is targeted.</p>	<p>Continue through observations and book scrutiny to review and target areas of need. Phase leaders and core subject areas to create effective timely action plans for development SENDCO to review progression and ensure that aspirations are high and achievable</p>	<p>SLT  SENDCO</p>	<p>Termly.  Termly  Annual</p>	<p>Phase leaders to have knowledge of pupil progress with relevant timely focused interventions support. Progress reviews showing ongoing support and progression of pupils. SEN pupils tracking individual</p>

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<b>Staff members skilled to support pupils with Special Educational Needs and Disabilities (henceforth SEND.)</b>	<p>Pupil Progress Meetings (henceforth PPM) data gets analysed by SLT to ensure that pupils 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:</p> <p>Ensure that pupils receive timely focused interventions that fit to need.</p> <p>Graduated response is enforced</p> <p>Long term:</p> <p>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 pupils.</p> <p>Ensure that PPMs encourage high aspirations for SEN pupils. With an Inclusion team member present.</p>	<p>SLT</p> <p>SLT</p>	<p>Half Termly</p> <p>Reviewed half termly</p>	<p>Progression of pupils is evidenced following interventions.</p> <p>Staff CPD is targeted and support is in place for identified classrooms and pupils.</p>
<b>Academy Trips take into account SEND pupils' needs (and pupils with specific medical needs.)</b>	<p>SEND pupils identified within trip planning documentation which prompts planners to ensure:</p> <p>Awareness of needs, including those outlined in individual's Health Care Plans (e.g. that require medication administering.)</p>	<p>Short Term:</p> <p>To ensure that staff receive all necessary training from external agencies for the needs of children for example: epilepsy training, epipen training, peg training</p>		<p>EVC</p> <p>Visit Leaders</p> <p>DSL, SENDCO</p>	<p>In preparation for each visit</p>	<p>Children with specific needs have equal access to visits outside of academy premises.</p>

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	<p>Visit leader briefed on requirements, by person responsible for meeting particular need in academy.</p> <p>Specific risk assessments in place for pupils with additional needs and all staff made aware of actions.</p>					

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>The physical environment remains accessible</b>	Principal regularly monitors the property to ensure awareness of any arising barriers and subsequently addresses needs.	Long term:  Ensure that the physical environment is accessible for all site users/visitors.	Monthly review of the physical environment to ensure that there are no accessibility barriers in plan.	SLT  Premises Manager	Termly Review	All users and visitors have equal access to the physical environment both inside and outside of the academy buildings.
<b>Learning environment of pupils with visual impairment (henceforth VI) or hearing impairment (henceforth HI) is accessible</b>	Audit and advice from specialists acted upon (e.g. Incorporation of appropriate colour scheme, font, additional resources for support)  Classrooms are optimally organised to promote the participation and independence of all pupils	Medium term:  Continue to 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 pupils.	SENDCO	Termly reviewed.	Needs of individuals met therefore additional need is not hindering progression.  Specific plans in place to ensure that individual needs of pupils are met.
<b>Physical environment accessible to individual SEND pupils (and pupils with</b>	Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.	Medium term:  Continue to liaise with key professionals to ensure that all pupils can assess the physical environment.	Continue to act on individual basis the needs of the pupils.	SENDCO	Termly reviewed.	Needs of individuals met therefore additional need is not hindering progression.

specific medical needs.)						
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IMPROVE THE DELIVERY OF WRITTEN INFORMATION TO PUPILS

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Pupils with VI have access to curriculum resources through the availability of written materials in alternative formats.</b>	The academy seeks guidance from the LA for converting written information into alternative formats and how best to alter provision so that individual needs are met.	Medium term:  To continue 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.	SENDO/  Principal	Termly review	The academy will be able to provide written information in different formats when required for individual purposes on request
<b>Make available academy brochures, academy newsletters and other information for parents in alternative formats,</b>	Information for parents is shared in a variety of formats, including electronically, for parents to access.	Medium term:  To continue to review the distribution of key information for parents and carers.	Review all current academy publications and promote the availability in different formats for those that require it	SENDO/  Principal	Termly review	All information about the academy is available to all parents/carers.

**including  
electronically**

## PHYSICAL ACCESS PLAN

This section looks at the academy's physical environment. It outlines any areas where there may be a challenge to enable access to a disabled pupil, visitor or colleague and how, where it is reasonably possible, this issue will be overcome.

Feature	Description of identified issue	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Accessibility of classroom environment	No identified issue		Class teacher	Termly review	All doorways conform to current requirements.  Pupils have access to all areas of the classroom as they are optimally organised for disabled pupils.
Access beyond the ground floor/ to multiple levels	Not applicable				
Corridor access – Including doors etc	No identified issue		Principal/ Caretaker	Termly review	All doorways conform to current requirements.
Parking bays	Parking on site is permitted to pupils with additional needs.	Allocation of access to parking where necessary.	Principal	Reviewed termly	Pupils have ease of access to the academy site.
Entrances	No identified issue				

<b>Feature</b> <i>For example:</i>	<b>Description of identified issue</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Ramps	Access between KS1 and KS2 no identified needs.		Caretaker	Reviewed termly	Pupils have equal access to both buildings.
Toilets	No identified issue				
Reception area	No identified issue		Principal/ Caretaker	Termly review	All doorways conform to current requirements.
Internal signage	Internal signage are not confusing or disorientating for pupils 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 Aut 2021	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.