Document Title	**Accessibility Plan – Maltby Manor Academy**
Author/Owner (Name and Title)	Principal at Maltby Manor Academy
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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	July 2026	Exec	New Policy

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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 Manor 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 on 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 State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Environment adapted to pupil needs, including ramps, widened corridors, disabled toilet, changing facilities, accessible entrances. Annual accessibility walk by Site Manager & SENDCo. PEEPs in place and reviewed termly. classroom layouts adjusted for mobility, sensory and VI/HI needs. Specialist equipment available (height-adjustable tables, writing slopes, sensory aids). Risk assessments adapted for pupils with disabilities.	**Short term (within 1 year)** Complete annual site accessibility audit and action log. Identify any urgent repairs or adjustments (e.g., signage, lighting). **Medium term (2 years)** Improve sensory aspects (acoustic boards, blackout blinds). Update signage to include braille / high-contrast visuals. **Long term (3 years)** Ensure full curriculum accessibility across all subject areas. Prioritise accessibility upgrades in capital planning.	Conduct full accessibility audit each spring. Update PEEPs and ensure termly evacuation walk-throughs. Review and upgrade signage and wayfinding. Seek quotes for lighting/ acoustic improvements (esp hall) Ensure inclusive classroom layouts are monitored termly. Schedule accessibility improvements into the site development plan.	Principal Site Manager SENDCo	Short term: by March 2027 Medium term: March 2028 Long term: March 2029	Annual audit completed with actions tracked. Positive LA/SIT/OT feedback. All pupils can move safely and independently around school. PEEPs in place and effective in drills. No curriculum limitations due to physical barriers.

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
Improve the delivery of information to pupils with a disability	Range of communication methods used: internal signage, large-print resources, braille (where required), induction loops, visual symbols. Website meets accessibility standards and is reviewed regularly. Alternative formats (large print, translated versions, screen-reader friendly digital documents) provided within 5 working days. Accessible communication statement published on website. Use of visual timetables, assistive technology and adapted classroom resources consistently used. Staff adapt communication methods for pupils with sensory, communication or processing needs. Information for parents shared via multiple accessible platforms (email, website, paper copies). Translation and interpretation available where required. Accessibility needs of parents/carers considered when organising meetings and events.	**Short term (1 year)** Audit accessibility of all communication platforms (website, newsletters, emails). Aligning with EEF guidance Identify pupils and families requiring adapted formats. **Medium term (2 years)** Ensure all staff understand the Trust communication protocols across all phases to ensure consistent accessibility. Ensure all key documents are available in accessible formats on request or within a suitable time frame. **Long term (3 years)** Ensure all policies, letters and key information are produced in accessible formats as standard practice. Fully embed inclusive communication practices in all school systems and digital platforms.	Conduct annual accessibility audit of website and communication systems. Create and maintain a register of pupils/families needing adapted communication. Develop templates for accessible letters, policies and home-school communication. Ensure staff training for the admin team on producing accessible documents (contrast, font size, layout, readability) is up to date. Ensure all new website content meets guidelines and is checked termly. Expand use of visual supports (Widgit, task strips) across the school.	SENDCo Office Manager Senior Leadership Team (SLT)	Short term: by March 2027 Medium term: March 2028 Long term: March 2029	100% of requests for alternative formats fulfilled within agreed timeframe. Website accessibility audit completed and actions implemented. Improved parent and student voice on accessibility of communication demonstrated though information gathering. Increased engagement from pupils and parents with additional needs. Increased engagement from SEND and EAL families – monitored through attendance at PINs sessions

4. MONITORING ARRANGEMENTS

This document will be reviewed in full every three years and monitored annually through a RAG-rating of each success criterion 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 and First Aid Policy.
- Behaviour and Attendance Policy.
- Estates Management Plan.
- Health & Safety and Fire Evacuation Procedures.
- Equality Objectives Statement.
- ICT Acceptable Use and Digital Strategy.
- Admissions Arrangements.