Accessibility Plan

Maltby Academy

1. 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):

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

2. 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.

3. DEFINITION

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. Students with specific medical needs'; the responsibility of the designated Safeguarding Lead (henceforth DSL) and the Complex Case Officer (henceforth CCO), accessibility needs are also addressed in this plan).

Targets	Strategies	Timescale	Responsibility for
The evolving curriculum remains accessible. • Identify areas for improvement to address. • Subject areas plan to/ address areas for improvement identified. • Subject leader monitors actions and impact. • Special Educational Needs and Disabilities Co-ordinator (henceforth SENDCO) reviews.	• SENDCO prompts lead TAs/ Support Centre Manager 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 'review, plan, do' repeated.	Termly	**SENCO,** Lead TAs, TAs, Support Centre Manager, Subject leaders, Subject teachers
Staff members skilled to support students with Special Educational Needs and Disabilities (henceforth SEND). • Evaluate staff capability to differentiate. • Plan **staff training** to address • Evaluate impact	• Analyse learning enquiry 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.*	Termly Responsive to need	**Assistant Principal responsible for T&L** and Director of PLD **SENCO & Director of PLD**
Academy Trips take into account SEND students' needs (and students with specific medical needs).	SEND students identified 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.) • Briefed on requirements, by person responsible for meeting particular need in school.	As each trip planned	**Trips co-ordinator** Trip planners **DSL**, CCO
Curriculum accessible to individual SEND students (and students with specific medical needs.)	Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.	Case-by-case	**SENDCO,** Support Centre manager, SEND key workers, LTAs, **DSL,** CCO
SEND students (and students with specific medical needs) **can access lessons.**	See Maltby Academy 'SEND' and 'Supporting students with medical needs' policies		

5. PHYSICAL ENVIRONMENT

Following extensive refurbishment of existing buildings and new building, building control certified compliance of physical environment in 2014.

Targets	Strategies	Timescale	Responsibility for
The physical environment remains accessible – Aware of any arising barriers and planning to address them.	Audit of physical environment *(e.g. stairs/ lifts, access to toilets, medical, showering facilities, lighting levels, control of sunlight, ICT, furniture, fire evacuation procedures)*	Annually	**Premises and facilities manager**
Learning environment of students 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)	Annually	**SENDCO, VI & HI team, VI & HI Occupational therapist**
Physical environment accessible to individual SEND students (and students with specific medical needs).	Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.	Case-by-case	**SENDCO, DSL,** CCO, Support Centre manager, SEND key worker

6. INFORMATION

Academy aware of services for converting written information into alternative formats and use them.

Targets	Strategies	Timescale	Responsibility for
School information *(e.g. written, website)* **remains accessible** • Aware of gaps and planning to address them.	Audit of information delivery procedures	Annually	**SENDCO, ICT manager**
Delivery of information readily accessible to individual SEND students (and students with specific medical needs.)	Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.	Case-by-case	**SENDCO, DSL,** CCO

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 for, over a prescribed period - (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 pupils 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 pupils 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 pupils of information which is readily accessible to pupils 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 pupils' 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).