Document Title	**Accessibility Plan – Maltby Redwood Academy**
Author/Owner (Name and Title)	Principal at Maltby Redwood 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 Redwood 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	COMPLETE ACTIONS	SUCCESS CRITERIA
1.Increase access to the curriculum for pupils with a disability.	▪ Our school offers an adaptive curriculum for all students that is regularly reviewed by senior leaders in school to ensure that it is appropriate and accessible for all. ▪ We use resources tailored to the needs of pupils who require support to access the curriculum ▪ Curriculum resources include examples of people with disabilities ▪ Curriculum progress is tracked for all pupils, including those with a disability ▪ Targets are set effectively and are appropriate for pupils with additional needs ▪ The curriculum is reviewed to make sure it meets the needs of all pupils ▪ Universal Design for Learning principles are embedded within curriculum planning. ▪ Curriculum materials reflect positive representation of disability and diversity. ▪ Educational visits are reviewed for accessibility prior to approval. ▪ Attendance and progress data for pupils with disabilities is reviewed termly at senior leadership level. ▪ Adaptive teaching is embedded through Quality First Teaching across all subjects. ▪ Individual Education Plans (IEPs), EHCPs and medical plans are shared with staff and reviewed regularly. ▪ Seating and classroom environments are adapted to meet physical, sensory and cognitive needs. ▪ Use of assistive technology (e.g. laptops, coloured paper, talking tins) to support curriculum access. ▪ Reasonable adjustments for pupils with medical or physical needs. ▪ Inclusive behaviour and rewards systems that recognise diverse needs. ▪ Targeted intervention programmes monitored through progress and inclusion data. ▪ Accessibility of remote learning platforms and digital curriculum resources.. ▪ Staff receive ongoing PLD on adaptive teaching, SEND and inclusive pedagogy.	**Short term (1-Year)** ▪ Ensure all staff can articulate how their curriculum is inclusive. ▪ Audit curriculum accessibility across all subjects and key stages. ▪ Ensure all new staff are trained in adaptive teaching and reasonable adjustments. ▪ Improve identification and tracking of pupils with disabilities (not just SEND). **Medium term (2-year)** ▪ Reduce attendance gap between disabled and non-disabled pupils. ▪ Reduce attainment and attendance gaps between disabled and non-disabled pupils. ▪ Increase participation of pupils with disabilities in trips, enrichment and leadership opportunities. **Long term (3-years)** ▪ Disabled pupils achieve outcomes in line with or exceeding national expectations. ▪ Ensure full curriculum access across all pathways (academic, vocational and enrichment). ▪ Sustain inclusive teaching practices across all academies within the Trust. ▪ Achieve consistently strong outcomes for pupils with disabilities in line with peers.	SENDCo (with the support of external agencies as needed e.g. SALT) will work with class teachers to maximise the accessibility of all areas of the curriculum for pupils with SEND and disabilities, maximising the extent to which disabled students can access the curriculum. (E.g. do the curriculum and resources include examples of people with disabilities?) 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 SENDCO to QA provision maps / IEPs, ensuring that the needs of all learners are met and produces a focused PPLD plan for individuals and groups to address key focus areas. IEPs are reviewed regularly with teaching staff and parents and the implementation of these monitored by the SENDCO. 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. Children with an EHCP to 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.	SENDCO Phase Leaders SENDCO SENDCO Class teachers and SENDCO SENDCO and Class teachers SENDCO	Termly Termly Annual Termly Termly Termly Annual	Attendance gap reduced to less than 2%. 95% of disabled pupils participate in enrichment activities. QA shows adaptive strategies present in 90% of lessons. Parent voice surveys show ≥90% confidence in inclusion provision. Attendance gap between disabled and non-disabled pupils is reduced year-on-year. Progress data shows disabled pupils making at least expected progress. Lesson observations demonstrate adaptive strategies in the majority of classrooms. Increased participation of pupils with disabilities in enrichment and educational visits. Positive pupil and parent voice regarding accessibility of learning. Reduction in internal barriers to curriculum access identified through QA.

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	COMPLETE ACTIONS	SUCCESS CRITERIA
2. Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: ▪ Ramps ▪ Corridor width ▪ Disabled parking bays ▪ Disabled toilets and changing facilities ▪ Library shelves at wheelchair-accessible height ▪ Accessibility improvements are prioritised within capital planning and CIF bids. ▪ Termly site accessibility walk led by Site Manager and Principal. ▪ Personal Emergency Evacuation Plans (PEEPs) in place and reviewed annually. ▪ Classroom layouts adapted to accommodate mobility and sensory needs. ▪ Specialist equipment sourced (e.g. height-adjustable desks) if required. ▪ Lighting, acoustics and sensory environment considered for HI/VI pupils. ▪ Accessibility considerations embedded into estates and capital planning. ▪ Risk assessments adapted for pupils with disabilities for educational visits and off-site activities. ▪ External specialist audits (HI/VI/OT) acted upon where required.	**Short term (1-year)** ▪ Conduct and complete annual site accessibility audit. ▪ Identify and prioritise key physical barriers to access. **Medium term (2-year)** ▪ Address identified physical barriers through planned maintenance cycle. ▪ Address environmental barriers through planned maintenance and estates strategy. ▪ Improve signage, navigation and sensory accessibility across the site. **Long term (3-year)** ▪ Ensure all curriculum areas are physically accessible or reasonable adjustments made. ▪ Ensure all areas of the school site are accessible or reasonable adjustments are in place. ▪ Align accessibility improvements with the Trust Estates Management Plan and capital investment priorities.	Principal to regularly monitor the property with Site Manager to ensure awareness of any arising barriers and subsequently addresses needs – training and professional expert support and advice used when needed. SENDCO to liaise with key professionals to ensure that all students can assess the physical environment. SENDCO to audit and ensure that advice from specialists is acted upon (e.g. Incorporation of appropriate colour scheme, font, placement in classroom, audio support). Class teachers to ensure that classrooms are optimally organised to promote the participation and independence of all pupils/ staff. SENDCO to monitor this.	Principal and Site Manager SENDCO SENDCO Class teachers and SENDCO	Termly As required Termly Throughout the academic year	All disabled toilets compliant with latest guidance. No curriculum restrictions due to physical barriers. Accessibility audit completed annually with action log. All pupils and visitors can access key areas of the site safely. No curriculum areas restricted due to physical inaccessibility. PEEPs in place and successfully implemented in drills. Positive feedback from pupils, parents and external agencies regarding site accessibility. Reduction in incidents linked to environmental accessibility 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	COMPLETE ACTIONS	SUCCESS CRITERIA
3. Improve the delivery of written information to pupils and parents / carers	Our school uses a range of communication methods to make sure information is accessible. This includes: ▪ Internal signage ▪ Large print resources ▪ Braille ▪ Pictorial or symbolic representations ▪ Academy website meets accessibility standards. ▪ Alternative formats (large print, translated versions, electronic screen-reader compatible documents) provided within 5 working days of request. ▪ Accessible communication statement published on website. ▪ Use of visual timetables and assistive technology where appropriate. ▪ Academy website reviewed regularly for accessibility compliance. ▪ Key communications provided in multiple formats (digital, paper, large print). ▪ Use of visual timetables, symbols and adapted resources for accessibility. ▪ Staff adapt communication methods for pupils with sensory or communication needs. ▪ Parent communications shared via accessible platforms (email, app, website). ▪ Translation and interpretation support available where required. ▪ Accessibility needs of parents and carers considered in meetings and events. ▪ Clear internal signage across the academy site. ▪ Use of assistive technology to support access to information.	**Short term (1-year)** ▪ Audit website accessibility compliance. ▪ Audit accessibility of academy website and communication platforms. ▪ Identify pupils and families requiring adapted communication formats. **Medium term (2-year)** ▪ Standardise accessible communication protocols across departments. ▪ Standardise accessible communication approaches across departments. ▪ Ensure all key documents are available in accessible formats on request. **Long term (3-year)** ▪ Ensure all key documentation is available in accessible formats as standard. ▪ Embed inclusive communication practices across all academy systems. ▪ Ensure digital platforms meet recognised accessibility standards (e.g. WCAG 2.1).	As required, the SENDCO to seek out the services available through the LA for converting written information into alternative formats or provision of enhanced technology. Review all current school publications and promote the availability in different formats for those that require it Website to be reviewed termly to ensure it meets accessibility standards. SENDCO to review provision to ensure that any adaptations required are in place to meet the learners needs. SENDCO to ensure translation materials / technology is in place to support where required. Principal and Site Manager to audit internal signage to ensure clear and accessible.	SENDCO Principal and SENDCO Central Team SENDCO SENDCO Principal and Site Manager	As required Termly Termly Termly As required Termly	Parent voice indicates improved accessibility of communication. Reduction in complaints linked to access barriers. Website accessibility audit completed and actions implemented. 100% of requests for alternative formats met within agreed timescales. All key policies and communications available in accessible formats. Increased engagement from pupils and parents with additional needs.

4. MONITORING ARRANGEMENTS

This document will be reviewed in full every three years and monitored annually through a RAG-rating of each success criteria 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 Policy.