



Accessibility Plan

2023-2026



MALBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.

AIMS

Every child who comes to Maltby Redwood 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 pupils 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 pupils, 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 Redwood Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Maltby Redwood 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 PUPILS 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 (eg 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>Special Educational Needs and Disabilities Co-ordinator (henceforth 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>SENDCO delivers/organises staff training termly in order to ensure staff are able to meet the emerging needs of pupils.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. Subject progressions map skills across curriculum stages; this allows teachers to carefully track students'</p>	<p>Short term: Book scrutiny/ monitoring to identify areas of need and show progression of all pupils, 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 pupils receive an equality of access and that attainment for the most vulnerable is maximised</p>	<ul style="list-style-type: none"> • SENDCo (with the support of external agencies as needed eg SaLT) will work with class teachers to maximise the accessibility of all areas for pupils 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>) • 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 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. • IEPs are reviewed regularly with teaching staff and the implementation of these monitored by the SENDCo. • Special Educational Needs Disability Co-ordinator works closely with the SLT 	<p>SLT</p> <p>SENDCO</p>	<p>Termly.</p> <p>Termly</p> <p>Annual</p>	<p>Phase leaders to have a knowledge of pupil progress with relevant timely focused interventions support.</p> <p>Progress reviews showing ongoing support and progression of pupils.</p> <p>SEN pupils tracking individual</p>

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	understanding and application of key knowledge, thus allowing teachers to plan opportunities for students to improve gaps in learning earlier.		QA provision, to ensure that IEPs are in all class files and strategies are being used in lessons			

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<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 (eg. Hospital schools). Work is provided regularly for children and steps taken to ensure that they remain part of their social group.</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 pupils 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 	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>

	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.					
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>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: Ensure that pupils receive timely focused interventions that fit to need. '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>	<ul style="list-style-type: none"> Monitor that graduated response meets the needs of individual students. Ensure that PPMs encourage high aspirations for SEN students. With an Inclusion team member present. Ensure that Agreed actions from PPMs are carried out through follow up discussions and monitoring 	SLT	Termly Reviewed half termly	Progression of students is apparent following interventions. Staff PLD is targeted and support is in place for identified classrooms and students.
Academy Visits take into account SEND students' needs (and students with specific medical needs.)	<p>SEND students are given separate risk assessments within Education Visit 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.) Visit leader briefed on requirements, by person responsible for meeting particular need in school. Individual risk assessment produced in conjunction with person most familiar with the child's needs prior to submission 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>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>	<ul style="list-style-type: none"> Continually review children accessing visits and trips to ensure necessary staff training etc is in place for them to access trips and visits. Develop network of support so that the parents of children with disabilities are confident of the academy's ability to meet the needs of children on trips and visits. 	EVC Visit Leaders DSL SENDCO	In preparation for each visit	All students within the Academy have the opportunity to access all Educational Visits / extra-curricular activities.

IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

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
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, groups will be relocated to facilitate fair access.	Long Term: Ensure that the physical environment is accessible for all site users/visitors.	<ul style="list-style-type: none"> Monthly 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 Site Manager 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 pupils/ staff.	Medium Term: Liaise with key professionals to ensure that all staff are fully aware of the needs of individuals with HI/VI needs.	<ul style="list-style-type: none"> Continue to act on individual basis the needs of the students. 	SENDCO	Termly reviewed.	Needs of individuals met therefore additional need is not hindering progression.
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.	Medium Term: Liaise with key professionals to ensure that all students can assess the physical environment.	<ul style="list-style-type: none"> Continue to act on individual basis the needs of the students in consultation with external agencies. 	SENDCO	Termly reviewed.	Needs of individuals met therefore additional need is not hindering progression.

IMPROVE THE DELIVERY OF WRITTEN INFORMATION TO PUPILS

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.	Medium Term: To seek out guidance and support from key workers at the SEND team at the LA.	<ul style="list-style-type: none"> 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	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 in alternative formats, including electronically	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. To identify the needs of individual families and adapt resources as needed to meet those needs	<ul style="list-style-type: none"> Review all current school publications and promote the availability in different formats for those that require it 	SENDCO/ Principal	Termly review	All information about the academy is available to all parents/carers.

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 <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 Site Manager /half termly by Principal	Class teacher / SLT/ Site Manager	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	N/A				
Corridor access – Including doors etc	All widths etc conform to agreed standards. Some doors are heavy and may present a challenge to pupils/staff with limited mobility.	Checks to be made of all key equipment and additional provision made if needed.	Principal/ Site Manager	Termly review	All doorways conform to current requirements.
Parking bays	Parking on site is permitted to students/parents with additional needs.	Allocation of access to parking where necessary.	Principal	Reviewed termly	Students/parents have ease of access to the school site.
Entrances	Main entrance gate may present a barrier to pupils/staff with limited mobility.	Checks to be made of all key equipment and additional provision made if needed.	Principal/ Site Manager	Termly review	Gates are accessible to all.
Ramps	Access between KS1 and KS2 no identified needs.		Site Manager	Reviewed termly	Students have equal access to both buildings.
Toilets	Disabled toilets accessible in both community room and teacher's room.	Regular checks to be made to facilities.	Site Manager / Principal	Reviewed termly	Toilets fully accessible.
Reception area	No identified issue		Principal/ Site Manager	Termly review	All doorways conform to current requirements.
Internal signage	Internal signage is not confusing or disorientating for students with visual impairment, autism.	Regular checks to be made on informational signage inside the buildings and consider the need	Principal	By Summer 2023	Academy signage to be accessible to all persons.

Feature <i>For example:</i>	Description of identified issue	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
		for braille signage at key areas of the building.			
Emergency escape routes	No Identified issue		Principal/ Site Manager	Half termly Review	Consider alternative exit routes and ensure these are documented in individual emergency evacuation plans.

Approved by: Mrs R Berry / Mr D Horrigan

Date: January 2023

Next review date: January 2026

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 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)