

<b>Document Title</b>	<b>MLT Accessibility Plan</b>
<b>Author/Owner (Name and Title)</b>	Principal at Wath Academy
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<b>Policy Category</b>  (Please Indicate)	1	Trust/Academies to use without amendment
	2	Academy specific appendices
	<b>3</b>	<b>Academy personalisation required (in highlighted fields)</b>

### **Summary of Changes from Previous Version**

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note/Summary of Revisions</b>
V1	12.03.23	MMC	Complete re-write.

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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 Wath 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.

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 upon 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<p>All students have access to a broad and balanced curriculum, which is regularly reviewed by subject and Senior Leaders to ensure it is accessible. Teachers set high expectations for every student, whatever their prior attainment. This includes the provision of remote teaching.</p> <p>Curriculum progress is tracked for all students, including those with a disability. The SENDCo meets with AYL to track and monitor the progress of SEND children. The monitoring and tracking of progress remains with the subject leads to ensure any gaps in progress can quickly be addressed through adaptive teaching and the universal offer.</p> <p>Teachers are upskilled through PLD to use strategies and resources to enable all children to access learning in the classroom.</p> <p>Base Lines are used in lessons to stretch, challenge and support students to make progress by understanding at what point of learning they are.</p> <p>All reports from outside agencies are scanned onto SIMs and sent to teaching staff so updates can be put into action.</p> <p>Targets are set effectively and are appropriate and aspirational for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. Curriculum sequencing grids map skills across curriculum stages; this allows teachers to carefully track</p>	<p>Subject Leaders have absolute confidence to articulate the progress and attainment of students with SEND in their department areas, including access to extra curriculum opportunities.</p> <p>Students with SEND make academic progress, attend school and invest in their learning in line with their peers.</p> <p>Students with SEND and their parents/carers report that Wath Academy is an inclusive school where SEND needs are met.</p>	<p>Objectives reviewed regularly and discussed through Line management meetings.</p> <p>All Subject Leaders review the extent to which SEND students can access their curriculum areas through department development plans. The progress of SEND students is tracked in each department area and included in department impact reports.</p> <p>SEND students' progress against their personal outcomes is reflected on and actions put in place to support students who do not make progress.</p> <p>IEPs are reviewed regularly and are shared with teaching staff.</p> <p>Special Educational Needs Disability Coordinator (SENDCo) works closely with leaders at all levels to QA provision, to ensure that IEPs are in all Live Files and strategies are being used in lessons</p> <p>Cycle of 'review, plan, do' repeated.</p>	<p>Subject Leaders Teachers SENDCo AVP Curriculum</p>	Ongoing	<p>The curriculum offer reflects the needs of all students and celebrates disability, diversity and differences. All staff can articulate how their curriculum area is inclusive.</p> <p>The Subject Leader has a clear oversight of how their curriculum is adapted to meet the needs of those pupils with SEND and Disabilities.</p> <p>Students with SEN/Disability are able to access the curriculum.</p>

	<p>students' understanding and application of key knowledge, thus allowing teachers to plan opportunities for students to improve gaps in learning earlier.</p> <p>The identification of SEND is built into the overall approach to monitoring the progress and development of all students. Subject teachers and Student Achievement Leaders, in collaboration with the SENDCo, make regular assessments of progress for all students.</p> <p>Individual Healthcare Plans specify the type and level of support required to meet the needs of students with complex medical needs.</p> <p>Individual Education Plans are in place for children who require targeted and specialist SEND support. The Academy follows the assess, plan, do, review cycle to enable students to make progress towards their outcomes. Staff at all levels access SEND specific PLD to deliver the universal and targeted offer effectively.</p> <p>Academy trips take into account SEND students' needs (and students with specific medical needs).</p>	<p>Strategies suggested by external agencies are given to and discussed with staff are implemented into the classroom.</p> <p>Strategies suggested by external agencies are given to and discussed with staff are implemented into the classroom.</p> <p>SEND students identified within trip planning documentation which prompts trip leaders to ensure:</p> <ul style="list-style-type: none"> <li>Awareness of needs, including those outlined in individuals Health Care Plans (e.g. that require medication administering).</li> <li>All necessary staff are briefed on requirements (including medical needs), by person responsible for meeting</li> </ul>	Ongoing	<p>Staff attend and are proactive in implementing strategies to support students with SEN/disabilities.</p> <p>Staff have IEP in live files and adapt practice to ensure everyone can access each lesson.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required this includes:</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• The provision of auxiliary aids</li> <li>• PSN room with physiotherapy bed and changing facilities</li> <li>• VI office to transfer work into braille</li> <li>• Emergency evacuation route</li> <li>• Specific evacuation equipment (Stairmate Major) on the top floor.</li> </ul> <p>Learning environment of student with visual impairment (henceforth VI) or hearing impairment (henceforth HI) is accessible.</p> <p>Physical environment accessible to individual SEND students (and students with specific medical needs).</p> <p>The school sight is monitored regularly to ensure awareness of any arising barriers and subsequently addresses needs.</p>	<p>The physical environment remains accessible:</p> <p>Awareness of any arising barriers and planning to address them.</p> <p>Audit of physical environment (e.g. stairs, lifts, access to toilets, medical, lighting levels, control of sunlight, ICT, furniture, fire evacuation).</p> <p>Audits and advice from specialists acted upon.</p> <p>Case-by-case evaluation of whether needs are met.</p> <p>Plans to address barriers where necessary which are regularly reviewed, especially in light of changing needs.</p>	<p>Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.</p> <p>Audits and advice from specialists acted upon.</p> <p>Case-by-case evaluation of whether needs are met.</p> <p>Plans to address barriers where necessary which are regularly reviewed, especially in light of changing needs.</p>	<p>Physical Sensory Manager HI / VI SENDCo / Assistant SENDCo Site manager Principal relevant agency support</p>	Ongoing	All students regardless of need or disability can access the site and classrooms.

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Improve the delivery of information to all stakeholders	<p>School information (e.g. written, website, ClassCharts) remains accessible:</p> <p>Awareness that the literature presented must be accessible to all in terms of literacy needs.</p>	<p>The Academy website is accessible for all. The needs of individual families are known, and staff adapt resources as needed to meet those needs.</p> <p>Feedback is sought from key stakeholders regularly.</p>	<p>The Academy website includes videos of key information.</p> <p>Information for parents/carers is shared in a variety of formats.</p> <p>The Academy will continue to work in coproduction with parents and carers and regularly gather parent and student voice to continue to develop the approach.</p>	SLT/SENDCo	Ongoing	<p>Parents and carers have confidence in the knowledge of support available to students in the Academy.</p> <p>Students can articulate the support available to them.</p> <p>Feedback regarding accessibility is logged and any improvements as a result catalogued</p>

## 4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo and Physical/Sensory Manager.

It will be approved by the Chief Executive Officer and the Local Governance 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 pupils with medical conditions policy](#)