



Maplefields Academy

Accessibility Plan and Schools Equalities Objectives

Accountability: Trustee Committee: Safeguarding	Ratified by: Safeguarding
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Revised Date: 11 th November 2024	Signed: <i>Howard Reid</i>
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Maplefields Academy is committed to providing an accessible environment within an inclusive learning environment that enables all learners to work towards their potential.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1. Improve access

It is our intention to remove, as far as possible, those barriers which make it difficult for any individual who has difficulties within the following broad categories of need, if it gets in the way of normal academy life:

- Physical access to the learning environment
- Access to published information/lessons/learning/school
- Access to the curriculum

2. Difficulties

The range of difficulties which may need addressing are various and are likely to change according to the cohort of pupils and their identified difficulties, but they could be broadly grouped as:

- Sensory impairment, speech, hearing or eye sight
- Physical difficulties, co-ordination, manual dexterity, ability to lift or move everyday objects
- Medical needs, continence, managing medication
- Cognitive and learning needs, memory or ability to learn, concentrate or understand
- Communication difficulties including Autistic Spectrum Disorder
- Social and emotional needs
- Perceived risk or physical danger

3. Strategy

This leads us to develop the accessibility plan, which is a strategy for:

- Increasing the extent to which disabled pupils can participate in the academy's curriculum
- Improving the physical environment of the academy to increase the extent disabled pupils can take advantage of education and associated services offered by the academy.
- Improving the delivery of information that is already provided in writing to able bodied pupils. This should be done within a reasonable period of time and in formats that take into account the preferred means of communication by the pupils and their parents/carers.

4. Actions

- Continually review the environment of the academy, the way we plan, prepare and teach the curriculum and try to make sure the information we provide for pupils is understandable.
- Provide an atmosphere where all pupils feel safe and valued.
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereo types and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extracurricular activities that may have limited access for pupils with a disability and see if it is possible to provide learning experiences that promote similar development of knowledge and understanding.
- Investigate access within our planning cycle so that it is an explicit part of our academy plan.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility and Equalities Objectives

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/Target <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Ensuring all pupils can understand, communicate and engage in learning through total communication curriculum delivery.</i></p> <p><i>Develop and deliver a Curriculum for all which is developmental in nature and provides individual access points which meets individual needs.</i></p> <p><i>Use of the nurture provision where appropriate to enhance their learning experience.</i></p> <p><i>Use of alternative provision to engage, educate and enhance the learning experience, where appropriate.</i></p> <p><i>Use of support staff to enhance learning and tailor provision where needed.</i></p> <p><i>Staff training on the use of the Boxall profiles to highlight specific SEMH needs of students.</i></p> <p><i>Tasks differentiated to suit the range of needs of the pupils</i></p> <p><i>Learning resources adapted to meet the needs of pupils</i></p>	<p>To monitor the outcomes of the students</p> <p>To provide CPD opportunities for new and existing staff</p>	<p>JW/DW/PL</p>	<p>Ongoing</p>	<p>Students are engaged in the curriculum and are making expected or better than expected progress.</p> <p>Increased knowledge of staff to plan, deliver and assess a curriculum for those with complex needs.</p>

	<p><i>Use of ICT resources (laptops/ipads) where appropriate.</i></p> <p><i>Use of learning outside of the classroom.</i></p>				
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>All classroom and areas are on one floor</i> 	<p>None required</p>	<p>JW/DW/PL</p>	<p>NA</p>	<p>Students with a disability are able to access all areas of the school.</p>
<p>Improve knowledge, skills and teaching and learning approaches for pupils with more complex needs</p>	<p><i>SEND Code of Practice will be fully implemented</i></p> <p><i>Information regarding pupils to be accessible and shared with all staff members.</i></p> <p><i>Staff to have a role in tailoring their training needs</i></p> <p><i>Plan and review teaching approaches and interventions, to provide appropriate and challenging learning experiences for all pupils.</i></p> <p><i>Pupils to have ownership over the reward system</i></p> <p><i>Curriculum is accessible and adapted to meet the needs of the pupils.</i></p>	<p><i>Training given to staff regarding specific needs, e.g. ADHD or ASD</i></p> <p><i>All staff to have the attachment and trauma training.</i></p> <p><i>Provide appropriate training for targeted staff to successfully meet the needs of pupils with more complex needs.</i></p>	<p>SLT and Phase Leaders</p>	<p>Ongoing</p>	<p>Quality of Teaching and Learning is good and outstanding and students make expected or better than expected progress.</p> <p>Increased knowledge of staff to plan, deliver and assess students with complex needs.</p>

	<i>Ensure staff access high quality training and research to ensure best practice is implemented.</i>				
Improved access to information	<p><i>Availability of accessible information to disabled pupils by providing a total communication environment across the school.</i></p> <p><i>Parental engagement through questionnaires and parents evenings</i></p> <p><i>The school will consider the needs of parents and carers in accessing information presented by the school. E.g. for EHC review meetings.</i></p> <p><i>The school will work with parents and carers (through the family team) to identify support required to enable them to access written or verbal information.</i></p> <p><i>The family team/SENCo will work with parents/carers to support them in identifying outside agencies where they could gain support.</i></p>	<i>Continuous improvement to the school website including parental downloads</i>	SLT and Phase Leaders	Ongoing	Improved relationships with parents and carers, increased attendance to meetings and parents evenings. This leads to improved outcomes of the students.
Provide opportunities for pupils to engage with extra-curricular activities in the wider community, for both current and long-term needs.	<p><i>Regular trips to the theatre and sporting events take place with all students</i></p> <p><i>Timetable college trips for post 16 pathways are available for all students in a variety of areas within Northamptonshire</i></p> <p><i>The Reward system allows for further opportunities and bespoke extra-curricular activities to meet the needs and aspirations of the students.</i></p> <p><i>The family team engage with the parents/carers and support with practical needs of extra-curricular opportunities.</i></p>	<p><i>Review the current programme of accessible activities/clubs available to pupils.</i></p> <p><i>Use pupil voice to ascertain the clubs that pupils would like to access.</i></p>	SLT and Phase Leaders	Ongoing	<p>All students take part in and engage in extra-curricular offers.</p> <p>Improved pathways and destinations for Maplefields leavers.</p>

	<p><i>Engage with parents through reviews and parents evenings to identify key areas that would support the students progress.</i></p>				
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Trustees of the Academy Trust Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	There are no steps or barriers to access		
Corridor access	Good access, wheelchair accessible			
Lifts	N/A			
Parking bays	Plenty of space with car share and wide spaces available			
Entrances	Powered main entrance to school			
Ramps	N/A			
Toilets	Individual toilets, non-gender specific, with accessibility options available			

Reception area	Seating provided, low height access for Visitors.			
Internal signage				
Emergency escape routes				