

## **Accessibility plan, 2025-8**

### **Section 1: Vision statement**

#### Purpose of the Plan

The purpose of this plan is to show how The Milton Keynes Academy intends, over time, to increase the accessibility of our school for disabled pupils. The Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Objectives
- Equality Policy
- Staff Development Handbook

- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Academy Development Improvement Plan

The Academy's complaints procedure covers the Accessibility plan.

### Staff Development

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### Plan Availability

The school makes the Accessibility Plan available in the following ways:

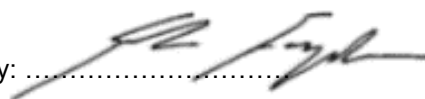
- A copy is posted on the school's website
- Paper copies are available from the front office

### Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how the Academy will address the priorities identified in the plan.

The plan is valid for three years from December 2025 to December 2028. It is reviewed annually.

Approved by: .....



Date: 03/12/2025

Next review date: 01/12/2028

## **Section 2: Aims and objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current Good Practice	Objectives	Key Actions	Date	Success Criteria
Increase access to the curriculum for pupils with a disability.	1. Our school offers an adapted curriculum for all pupils through Quality First Teaching	To develop an ongoing programme professional development for staff to ensure that they are appropriately skilled to meet the diverse needs represented within the Milton Keynes Academy community.	Identify training needs based on observations, SEND audit, PLV.  Focus training on adaptive teaching.  Audit SEND register and information on Arbor to ensure accessibility of accurate information.	Yearly / Termly – Autumn Term Winter Term Summer Term	<ul style="list-style-type: none"> <li>All teachers consistently differentiate lessons to meet a range of learning needs.</li> <li>Adapted Curriculum through Quality First Teaching.</li> <li>Lesson observations show evidence of adaptive teaching strategies in at least 90% of classrooms.</li> <li>Pupil voice indicates that learners feel supported and challenged appropriately.</li> <li>Staff receive regular CPD on inclusive teaching practices and demonstrate implementation in planning.</li> </ul>
	2. We use resources tailored to the needs of pupils who require support to access the curriculum.	Develop the use of specific resources and technology to support accessibility and enhance the provision across the four broad areas of need.  Ensure Pupil passports support planning and quality first teaching: highlighting key adaptations.	Review Pupil Passports to support expected adaptations across the curriculum.  The non negotiables on pupil passports are being implemented in all lessons.		<ul style="list-style-type: none"> <li>All pupils are able to access learning in all lessons.</li> <li>The curriculum is well adapted to meet the needs of all pupils.</li> <li>All staff can easily identify and implement reasonable and expected adjustments.</li> <li>Staff have a developed understanding of how to adapt their lessons.</li> <li>Individualised resources (e.g., visual aids, overlays, adapted texts) are available and used effectively in lessons.</li> <li>Resource audits show that all pupils with identified needs have access to appropriate tools.</li> <li>Feedback from pupils and parents confirms that resources help improve access and engagement.</li> <li>Teaching staff can identify and explain the rationale for the resources used with specific pupils.</li> </ul>
	3. Curriculum progress is tracked for all pupils, including those with a disability.		Annotated seating plans using the pupil passports to ensure all teachers are aware of needs and are meeting needs of pupils with SEN.		<ul style="list-style-type: none"> <li>Assessment systems include all pupils, including those with EHCPs or on SEN Support.</li> <li>Progress data is analysed termly to identify trends and inform interventions.</li> <li>SENCO and class teachers meet regularly to review progress of pupils with additional needs.</li> <li>Evidence of progress is recorded through a range of methods (e.g., work samples, observations, assessments).</li> <li>Needs are reviewed by teachers using a graduated approach in lessons.</li> <li>Topic planning includes adaptations and are shared with additional adults in the lesson.</li> </ul>
	4. The curriculum is reviewed to make sure it meets the needs of all pupils.				<ul style="list-style-type: none"> <li>Curriculum reviews include input from stakeholders.</li> <li>Curriculum maps show adaptations for accessibility and cultural relevance.</li> <li>Pupil outcomes and engagement improve following curriculum adjustments.</li> </ul>

	<p>5. Pupil targets are set using Pupil Passports that are appropriate for their additional needs.</p> <p>6. The curriculum quality assured and reviewed to make sure it meets the needs of all pupils.</p> <p>7. Teaching assistants are deployed to support accessibility to learning and the wider curriculum.</p>				<ul style="list-style-type: none"> <li>All pupils with additional needs have up-to-date Pupil Passports reviewed at least termly.</li> <li>Targets are SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and linked to EHCP outcomes or SEN Support plans.</li> <li>Teachers and support staff use Pupil Passports to inform planning and differentiation.</li> <li>Pupils and parents are involved in setting and reviewing targets.</li> <li>Curriculum quality assurance includes lesson observations, work scrutiny, and pupil voice.</li> <li>SENCO and subject leaders collaborate to evaluate curriculum accessibility.</li> <li>Action plans are created and monitored following QA reviews.</li> <li>Evidence of improved curriculum access and outcomes for pupils with SEND is documented by curriculum areas.</li> <li>TAs are strategically deployed based on pupil need and curriculum demands.</li> <li>TA timetables align with EHCP provision and intervention plans.</li> <li>Observations show TAs promoting independence and supporting learning effectively.</li> </ul>
Improve the delivery of information to pupils and the wider community with a disability	<p>Our school uses some communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Pictorial or symbolic representations such as visual timetables are available</li> <li>Verbal presentations and videos to support parental information</li> <li>Our website has accessibility tools to support easier access.</li> </ul>	<p>To ensure all information shared is accessible for pupils and parents with a disability.</p> <p>Lesson resources are shared using a variety of methods.</p> <p>Develop use of technology to support information sharing and access.</p>	<p>Audit classroom environments to ensure / check accessibility.</p> <p>Develop greater use of IT to support accessibility including:</p> <ul style="list-style-type: none"> <li>Translation of identified languages used in the school</li> <li>Readability</li> <li>Immersive reader</li> <li>Pictorial and symbolic representations key information</li> </ul> <p>Work in conjunction with specialist teachers / specialist external agencies to develop support for visual and hearing impairments.</p>	Yearly / Termly – Autumn Term 2025 Winter Term 2026 Summer Term 2026	<p>All classrooms are accessible.</p> <p>Both pupils and parents will be able to access all key information and resources shared by the school.</p> <p>Regular visits / communication with specialist teachers every term.</p>

<p>Improve and maintain access to the physical environment.</p>	<p>The school site is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Accessible lifts</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>One-way system.</p>	<p>To ensure classrooms are accessible for all to maximise learning opportunities and access to a broad curriculum.</p> <p>Create an inclusive timetable that takes into account reasonable adjustments.</p> <p>Site development plans for emerging and developing needs of Pupils – increase accessibility classrooms on level</p> <p>Ensure PEPs are used where accessibility concerns are identified.</p> <p>One-way system implemented to ensure all classrooms are accessible.</p>	<p>Audit classroom environments to ensure learning opportunities are maximised for pupils with disabilities, e.g., visual impairments, hearing impairments, other SEND.</p> <p>Audit SEND needs to ensure timetable is inclusive.</p> <p>Health and safety walks are conducted termly to assess and review:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Evacuachairs</li> <li>• Disabled toilets and changing facilities.</li> </ul> <p>One way system is monitored and re-viewed to support accessibility.</p>	<p>Yearly / Termly – Autunm Term Winter Term Summer Term</p>	<p>All classrooms are accessible.</p> <p>The timetable is inclusive and accessible for all Pupil.</p> <p>Pupils with health concerns have Health Care Plans to support in emergency situations.</p> <p>Review future development of the site to promote inclusive practice.</p> <p>One way system is reviewed yearly.</p>
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### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is on two storeys. Steps are required to access main parts of the school from the atrium.	Lift already in place. Annual maintenance checks to occur.	MLE (Facilities)	Yearly
	Steps are required to access the playground from the corridors.	Alternative access is available as well as fire exit doors on every floor.	MLE (Facilities)	Ongoing
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Health & Safety walks are carried out termly to ensure that areas remain clear and accessible.	MLE (Facilities)	Termly
Lifts	Lift by student reception for access to floors 1 and 2.	6-monthly maintenance checks to occur.	MLE (Facilities)	Twice Yearly
Parking bays	Disabled parking bay available at the front of the school.	Monitor use. Additional bays to be allocated if required.	MLE (Facilities)	Ongoing
Entrances / Ramps	Main entrance accessible, available, ramps available for entrance to hall.	Monitored, check for accessibility.	MLE (Facilities)	Ongoing
Toilets	Disabled toilet available on each floor.	Regular checks for accessibility, cleanliness and damage.	MLE (Facilities)	Ongoing
Internal signage	Signage around the school is clear such as the one-way signs.	Refine languages used, see above.	MLE (Facilities)	Termly
Emergency escape routes	Labels well and clearly displayed throughout school. Emergency lights above door.	Continue to ensure signs are maintained.	MLE (Facilities)	Ongoing
	Fire evacuation plan in place and communicated.	Reviewed at least yearly.	DTL (Fire Marshal) and MLE (Facilities)	Termly