



Milton Keynes Academy

Accessibility Plan

November 2023 – 2025

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1. Purpose

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

2. 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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities.

MKA 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 from Reception.

MKA 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. The academy works with the Local Offer in Milton Keynes to support pupils with a disability <https://www.mksendlocaloffer.co.uk/>.

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

3. 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example: the provision of ramps / wheelchair accessibility or adjustments.

The Accessibility Plan should be read in conjunction with the following school policies:

- **SEND Policy**
- **SEND Information Report**
- **Behaviour for Learning Policy**

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the **Equality Act 2010**.

Aim 1: Increase access to the curriculum for pupils with a disability.

Aim 2: Improve and maintain access to the physical environment.

Aim 3: Improve the delivery of information to pupils and parents with a disability.

AIM	Current Good Practice	Objectives	Key Actions	Date	Success Criteria
Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> Our school offers an adapted curriculum for all pupils through Quality First Teaching We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to make sure it meets the needs of all pupils. Pupil targets are set using Pupil Passports that are appropriate for their additional needs. The curriculum quality assured and reviewed to make sure it meets the needs of all pupils. Teaching assistants are deployed to support accessibility to learning and the wider curriculum. 	<p>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.</p> <p>Develop the use of specific resources and technology to support accessibility and enhance the provision across the four broad areas of need.</p> <p>Ensure Pupil passports support planning and quality first teaching: highlighting key adaptations.</p>	<p>Identify training needs based on SEND register and current need.</p> <p>Focus training on adaptive teaching.</p> <p>Audit SEND register and information on Arbor to ensure accessibility of accurate information.</p> <p>Review Pupil Passports to support expected adaptations across the curriculum.</p> <p>The non negotiables on pupil passports are being implemented in all lessons.</p> <p>Implement seating plans using the pupil passports to ensure all teachers are aware of needs and are meeting needs of pupils with SEN</p>	<p>Termly – September 2023 Jan 2024 April 2024</p> <p>Termly – September 2023 Jan 2024 April 2024</p> <p>Termly – September 2023 Jan 2024 April 2024</p> <p>Nov 2023</p>	<p>All pupils make expected progress across the curriculum.</p> <p>All pupils are able to access learning in all lessons.</p> <p>The curriculum is well adapted to meet the needs of all pupils.</p> <p>All staff can easily identify and implement reasonable and expected adjustments.</p> <p>Staff have a developed understanding of how to adapt their lessons.</p> <p>Needs are reviewed by teachers using a graduated approach in lessons.</p> <p>Topic planning includes adaptations and are shared with additional adults in the lesson.</p>

AIM	Current Good Practice	Objectives	Key Actions	Date	Success Criteria
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"> • Internal signage • Pictorial or symbolic representations such as visual timetables • Verbal presentations and videos to support parental information 	<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"> • Translation of identified languages used in the school • Readability • Immersive reader • Pictorial and symbolic representations key information <p>Work in conjunction with specialist teachers to develop support for visual and hearing impairments.</p>	<p>Termly – September 2023 Jan 2024 April 2024</p> <p>Yearly / Ongoing</p> <p>Ongoing</p>	<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>

AIM	Current Good Practice	Objectives	Key Actions	Date	Success Criteria
Improve and maintain access to the physical environment.	<p>The school site is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Accessible lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<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 2.</p> <p>Ensure PEPs are used where accessibility concerns are identified.</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"> • Ramps • Lifts • Evacuachairs • Disabled toilets and changing facilities. 	<p>Yearly</p> <p>Termly – September 2023 Jan 2024 April 2024</p> <p>Yearly</p> <p>Yearly</p>	<p>All classrooms are accessible.</p> <p>The timetable is inclusive and accessible for all Pupil.</p> <p>Pupils have Health Care Plans to support in emergency situations.</p> <p>Future development of the site promotes inclusive practice.</p> <p>One way system is reviewed yearly.</p>
	Introduction of a one-way system.	Implement a one-way system to ensure all classrooms are accessible.	One way system is monitored and reviewed to support accessibility.	Yearly	