



Document Title	MLT Accessibility Plan
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	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)

Summary of Changes from Previous Version

Version	Date	Author	Note/Summary of Revisions
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 Sir Thomas Wharton 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).

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 working in collaboration with and taking guidance from Doncaster Council and their vision:

'We aim to be the most child friendly borough in the country. Our ambition is to provide the best possible support for our children and young people to plan for and achieve fulfilling lives, with bold reforms that will broaden their own individual ambitions and horizons.'

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
<p>Increase access to the curriculum for students with a disability</p>	<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>Teaching staff receive regular PLD to ensure lessons are planned to address potential areas of difficulty and to remove barriers to student achievement.</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 required 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>Extra curriculum activities and trips take into account SEND students' needs.</p> <p>Staff listen and work in coproduction with parents/carers and external, specialist agencies to review support in place for students.</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 STWA is an inclusive school where SEND needs are met.</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>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>	<p>Subject leaders</p> <p>SENDCo</p>	<p>September 2023</p>	<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>Using quantitative and qualitative measures, the experience and outcomes of students with SEND are equal to their peers.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets • The provision of auxiliary aids • Specific evacuation equipment • Emergency evacuation route. <p>Learning environment of student with visual impairment or hearing impairment is accessible. Advice and audits by specialist teams is acted upon.</p> <p>Physical environment accessible to individual SEND students (and students with specific medical needs).</p> <p>The Academy site is monitored regularly to ensure awareness of any arising barriers and subsequently addresses needs.</p>	<p>There are regular audits of the physical environment (e.g. stairs, lifts, access to toilets, medical, lighting levels, control of sunlight, ICT, furniture, fire evacuation).</p> <p>There are 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>Liaise with key professionals to ensure that all staff are fully aware of the needs of individuals with HI/VI needs.</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>	<p>SENDCo/Site team/Principal</p>	<p>Ongoing</p>	<p>All students regardless of need or disability can access the site and classrooms.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to students with a disability.</p>	<p>Academy information (e.g. written, website, Class Charts) remains accessible.</p> <p>There is an awareness that the literature presented must be accessible to all in terms of literacy needs.</p>	<p>Feedback is sought from key stakeholders regularly.</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>The Academy website includes videos of key information. 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/carer and student voice to continue to develop the approach.</p>	<p>SENDCo</p>	<p>Ongoing</p>	<p>Parents and carers have confidence in the knowledge of support available to students in the Academy. Students can articulate the support available to them.</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 with the Principal.

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](#)