

Malton School Accessibility Plan 2023-24

Aim: Improve and maintain access to the physical environment

	Current good practice	Objectives	Actions to be taken	Success criteria
Parking	Disabled parking bays – 8 available at the sports centre 1 available at East Wing Reception	To relocate the redundant disabled parking bay at the West Wing so that it can be used by disabled drivers and to reline the bay at the East Wing so that its location is easier to see.	External contractors employed or relocate or reinstate the East and West Wing disabled parking bays.	Full access to the site for all
Flat Access around the site	External ramps and platform lifts provide flat access to all of the ground floor teaching areas and office spaces.	To lobby NYCC for support in upgrading external flights of steps to include ramps where practicable so that students with disabilities can use the same entrance/exits as their peers	Liaison with NYCC Landlords/property services/Inclusion team	Full access to the site for all without the need for disabled staff and students to take a different route from those without disabilities.
Access to suitable toilet facilities	Disabled WC's with alarms available across the whole site at ground floor level	Provide sufficient facilities for all within reasonable proximity	Review the provision of disabled toilets across the site to identify gaps in provision and to plan for future development dependant on the needs of prospective students and staff.	All persons to have access to suitable toilet facilities across the whole site.
Accessible access between floors	Passenger lift in the science block provides access to all to the first-floor teaching and prep spaces. Platform lifts in West Wing allow access lower level areas eg FT and Main Hall.	Allow access to all across all floors within school by considering the need for lifts where practicable so that students with disabilities can use the same facilities as their peers	Liaison with NYCC Landlords/property services/Inclusion team	All persons are able to access all levels in all buildings

	Nearby staff are trained to use the platform lifts.			
Disabled changing facilities	Students have access to alternative changing facilities in MCSC	Provide sufficient changing facilities to meet the needs of all students where practicable	Review the provision of changing facilities across the site to identify gaps in provision and to plan for future development dependant on the needs of prospective students	All persons are able to access suitable changing facilities in all sports facilities across the site without the need to travel between buildings.
Access to specialist teaching spaces	FT, DT, Sciences, Sport, Art, Music and Drama can be accessed by all students	Provide access to specialist IT teaching spaces at ground floor level – currently only available at first floor level	Secure funding from internal and/or external sources.	All students are able to take part in lessons in specialist teaching spaces
Access to 6 form social/study/catering spaces	Students have access to dedicated quiet study spaces at ground floor level in East and West Wings	Provide access to 6 form common room and servery for all students irrespective of physical needs through the installation of a suitable lift	Liaison with NYCC Landlords/property services/Inclusion team to identify potential funding streams	All persons have full access to all dedicated 6 form spaces to support their social and emotional wellbeing.
Suitable Wayfinding signage in place	All teaching space's room numbers are displayed on doors. Offices have names/roles signed. Staff are happy to direct new students around our complicated site. Temporary signage is in place for school events such as open days.	Ensure sufficient wayfinding and room identifying signage is DDA compliant.	Review current signage and identify gaps in our provision. Review DDA signage guidelines and establish a signage improvement scheme across the whole school site.	All persons can find their way around the site independently.

Aim: Improve access to the curriculum for pupils with disabilities

	Current good practice	Objectives	Actions to be taken	Success criteria
Curriculum	Curriculum is subject to ongoing reviews to ensure it meets the needs of all students	All students continue to have access to a suitable curriculum	Minimum annual review of the curriculum including statements, policies, and procedures to ensure accessibility for all	All students make progress in line with or above national expectations
		Curriculum resources to include examples of people with disabilities	Audit of Faculty/Department resources/displays	Inclusion evident at Whole School level within individual Faculties

			Areas of improvement identified and support given	
	Curriculum which meets the needs of all students; Ability groupings from year 7 allowing for targeted work and appropriate scaffolding and teaching strategies, PDA, alternative provision, group and 1-1 specialist teaching/TA support	Identify additional courses and opportunities which will add to the current curriculum offer and meet the needs of all learners	Regular review of curriculum Identify suitable new courses, provision and opportunities	Students follow an appropriate curriculum and supported into the next phase of their education.
Information Sharing	Student Learning Consideration Documents and Class Charts to ensure comprehensive information sharing	Ensure all systems are effective and efficient to share relevant information	Review of information on SLC's Development of group SLC's to improve access to information	Information shared effectively and efficiently Evidence that information it used effectively in classroom teaching
Technology	Curriculum accessibility is supported by Technology	All students and staff are confident in the use of Teams and OneNote	Staff develop student skills in the use of Teams and OneNote as part of their classroom teaching	All students can access lesson material and demonstrate knowledge
		IPad accessories (keyboard case/apple pencil) and accessibility tools are used to support learning and develop independence	Students are trained to use accessibility tools where it is appropriate to their needs	IPads are used effectively in the classroom to enable students to work independently.
Progress	Academic progress is tracked for all students	Progress tracking informs intervention and support decisions	Evaluate evidence of student progress in the areas of identified need at least termly	All students make progress in line with or above national expectations
Interventions	Targeted literacy, numeracy and SEMH interventions in KS3	Literacy and numeracy gaps are narrowed. Students make significant progress in reading age.	Targeted assessment and reading interventions implemented	All students make progress in line with or above national expectations
Access Arrangements	Exam Access Arrangement Assessments for all identified students taking external examinations	All students in need of access arrangements are identified as early as possible	Initial screening in Y9 to identify students with potential need for AA provision	No student is disadvantaged and can achieve in line with ability

			Ongoing monitoring and screening to fine tune provision Training additional staff member to complete AA assessments	
Staff Training	Whole school training based on the principal that Every Teacher is a Teacher of SEND and additional training delivered in response to identified need	All staff have up to date knowledge and skills	Identify staff training needs Deliver targeted training/support	All students make progress in line with or above national expectations