

Accessibility plan

Myton School



Approved by:	FGB	Date: 18 May 2026
Last reviewed on:	April 2026	
Next review due by:	April 2029	

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At Myton, our Vision is to equip students for lifelong success. We do this through our core principles of:

- Developing self-assured learners
- Removing barriers
- Working together
- Investing in futures

We guide students to CARE, so all students can achieve lifelong success by being:

- Community Minded: always thinking of others
- Aspirational: having high standards for themselves, their futures, and for those around them
- Respectful: of themselves, their peers and their community
- Engaged: in their learning and the world around them

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 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

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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, 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 students, families and our local IDS Team

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 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 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice.

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 pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an adaptive curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to make sure it meets the needs of all students 	<p>To ensure students have access to and are fully engaged with an ambitious and challenging curriculum offer.</p>	<p>Enhance access to curriculum areas which meets the needs of learners entering the school with EHCPs- working at KS1 level</p> <p>Include curriculum diversity for students entering GCSE to focus on literacy and numeracy skills for post 16</p> <p>Review curriculum offer with students in Year 7 and 8 who work below ARE- focus groups surveys</p>	<p>All Staff</p>	<p>Ongoing</p>	<p>Students access a varied and ambitious curriculum.</p> <p>Students can articulate the value of their learning journey within subjects.</p> <p>Student data shows specific groups of students are making progress which is in line with their peers.</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Access to lifts • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Enhanced transition planning • Positive role modelling 	<p>To ensure students and visitors can access the school site in order to be fully involved in life at Myton School</p>	<p>To review the school site with IDS for a site audit</p> <p>Identification of site access improvements such as the front of school, student support and upstairs classroom access- including costings for planned improvement work</p> <p>Site audit with students who require accessible options for school- Year 8 and 9 students</p> <p>Review of PE curriculum access for students with physical and sensory needs.</p>			<p>Students and visitors feel able to access areas of the school site for lessons and parent/carer meetings</p> <p>Students are able to participate in a wider range of activities based on their needs- student engagement and student voice shows this.</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage is clear to guide students and visitors around the school site • Large print resources available of request for subject areas • Roger Pens and hearing support is in place for classrooms and exams access arrangements • Pictorial or symbolic representations are provided for students through Communication In Print as required • Enhanced transition planning 	<p>Students are able to navigate the school environment with ease</p> <p>Students with specific needs are able to access all aspects of the taught curriculum and exams</p> <p>Bespoke support is in place to enhance classroom-based adaptations</p>	<p>Improved school map design for initial student induction</p> <p>Student focus group for VI learners- including site walk with IDS</p> <p>Staff training with Hannah Cockburn from HI Team</p>			<p>Students and visitors feel able to access areas of the school site for lessons and parent/carer meetings</p> <p>Students are able to participate in a wider range of activities based on their needs- student engagement and student voice shows this.</p>

4. Monitoring arrangements

This document will be reviewed annually with the Director of Inclusion during one of the school's visits. It may be reviewed and updated more frequently if necessary. It will be reviewed by the full governing body, Mike Oldridge (Chair of Governors), Liz Curtis (Head Teacher) and Shabana Akram (SENDCo).

It will be approved by Liz Curtis, Head Teacher.

5. Links with other policies

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

- Risk assessments and policies
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy and Information Report
- Supporting pupils with medical conditions policy