



Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Accessibility Plan

2025 – 2028

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Approved by:	Management Committee	Date:
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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:

- Ensure all students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
- 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination.

Maidstone and Malling Alternative Provision is a diverse and inclusive community that focuses on the wellbeing and progress of every student and where the members of our community are of equal worth. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their full potential'. We aim to maintain outstanding in every area, and in particular in the areas of Health & Safety, child protection and safeguarding. This Accessibility plan is linked to many other policies in the school, such as; health & safety, child protection, fire safety and curriculum, and is shared with parents/carers and other professionals like the management committee. The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

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.

Kent County Council's Education Accessibility Strategy sets out how this should be maintained in schools including improving access to the physical environment of the schools so that disabled pupils are able to take increased advantage of educational benefits, facilities or services provided or offered by their. Our school's complaints procedure covers the accessibility plan as well. If there are any concerns relating to accessibility at MMAP, 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 pupils parents / carers. Staff and the management committee of the school

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.

3. Action plan

This action plan below, sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and Kent County Council strategy.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of needs. Raise staff awareness of a range of barriers to learning for students with sensory impairment, including classroom layout, lighting etc. Raise staff awareness of impact which teaching materials can have on some students e.g. screen brightness, worksheets (colour, size, layout etc.).	Appropriate support teams are working within the school regularly. INSET calendar provides a rich training schedule including training for children with diverse needs such as, autism, mental health, speech and language and behaviour. Book scrutiny, lesson observations both formal and informal show evidence of inclusion and differentiation. - Intervention provided for pupils needing additional support Annual review of the Accessibility Plan as part of the SLT SIP review	SLT / SENCO/ Teachers SLT/Head of T&L SLT/Head of T&L Through SLT meetings and SDP/ SIP reviews	Weekly through CPD and appraisals. As and when needed Every 6 weeks Every term	Curriculum is suitable for the school community. All staff are confident in the delivery of education to all students. Appropriate support and guidance is available to all to enable all students to be successful Able to be proactive to the needs and

	Improve staff awareness about barriers to learning Equality of opportunity is promoted	Make staff aware of support services available. All staff can access training Testing results, data drops, teacher assessment , PPE exams are used to make sure appropriate targets are set for all students.	Through CPD Through CPD and appraisals The curriculum is reviewed annually by the SLT so all pupils have access to an engaging and challenging curriculum.	SLT/Head of T&L / SENCO SLT/Head of T&L SLT/Head of T&L / SENCO	Ongoing Termly Termly	supports of all students. Able to be proactive to the needs and supports of all students. Staff are confident in removing barriers All pupils, are encouraged to achieve their full potential.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets • Decoration • Quiet room	Ensure school plans for improving accessibility are in line with statutory requirements Ensure any building work	Incorporate high priority access improvements into the SIP All modifications comply with latest requirements Record information regarding inaccessible areas and possible strategies that can be made to make them assessable.	Business Manager/Health and Safety Committee / SLT Business Manager/Health and Safety Committee / SLT	Termly meetings Termly	Environment is suitable for the community Areas are adapted for use.

	Equipment and resources Reduce physical barriers to learning so far as reasonably practicable over time Ensure full use is made of available external resources	undertaken by the school is accessible and continues to improve the accessibility of the school as a whole Make staff aware of support services available to advise on adaptation work Improve and maintain access to the physical environment	Identify areas which cannot be made physically accessible The school decides which of its entrances and exits have priority and plans to fit ramps and handrails where needed CPD and guidance to staff on a regular basis through training etc. Daily checks on the environment	SLT /Head of T&L / SENCO Premises Manager/ Health & Safety committee	Ongoing Ongoing	Areas are adapted for use. External access for all Environment is safe and maintained.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: - Internal signage - Large print resources - Coloured paper / overlays	Lessons are responsive to pupil diversity. All children are encouraged to take part in all activities in the Broad and	Constant review and adaption Testing results are analyzed and results regarding requirements are shared with all Improved provision of information Barriers are identified	SLT / SENCO / Head T&L SENCO / Head of T&L SLT	Ongoing Ongoing	Information is available to all and is relevant. Information is available to all and is relevant

	• Pictorial or symbolic representations • ICT / Communication to parents / carers and the wider community	balanced curriculum.	where access to information may need to be improved, in order to ensure that pupils, staff and/or parents have full access to information (including website and publicity)			
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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 management committee and the Headteacher Mrs. Stacie Smith, who will also approve this policy

5. Links with other policies

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

- Risk assessment policy
- 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
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The PINS Environmental Audit Tool could be used to help the accessibility policy be compliant.

PINS Environmental Audit Tool

Visual Audit (VI focus)

Lighting/glare

	Current Situation	Possible action (if needed)
Where are natural sources of light (and when is sunlight strongest in the room)?		
Are there blinds or curtains (preferably plain) which work and can control potential glare and control overall lighting levels?		
Are there any areas of shadow or darkness which might cause a difficulty?		
Does overhead lighting appear adequate for the task? If not, is there provision for task lighting?		
Are there areas of glare from work surfaces, mirrors or gloss finishes?		

Decor

	Current Situation	Possible action (if needed)
Are work surfaces plain, and do they give good contrast?		
Is there colour contrast between - walls – skirting – floor? - walls – door frames – doors? - walls – handles – light switches?		
Are there areas that can provide clear contrast as necessary?		
Does furniture contrast with floor?		
Does the flooring cause glare?		
Are there clearly defined changes in surface or levels?		

Furniture / storage / layout

	Current Situation	Possible action (if needed)
Are whiteboards / portable writing boards/ interactive whiteboards positioned away from glare (and not backing onto windows)?		
Are there clearly defined areas/ layouts for furniture (with suitable room for movement in-between)?		
Are there designated and defined areas for different activities?		
Is equipment clearly labelled so that the vision impaired pupil can collect and store equipment independently?		
Are there power points available in suitable places for any		

specialist equipment / task lighting?		
Are displays clearly labelled and at a suitable level?		
Are information labels clear and well-contrasted?		

Corridors / indoor passageways

	Current Situation	Possible action (if needed)
Are the walkways clear of coats, bags and other temporary obstructions?		
Does lighting appear adequate for 'the task'? (or is it too much?)		
Is there glare or direct sunlight, and does this cause a potential problem for this pupil (can they avoid it)?		
Is there a need for lighting control in any of these areas?		

Steps / stairs (indoor and out)

	Current Situation	Possible action (if needed)
Are steps and stair edges sufficiently contrasted? (E.g. outdoor concrete steps should be edged as they are particularly difficult.)		
Are there handrails in place which extend beyond the steps / stairs?		
Do the stairs have open undercarriage which might cause a hazard?		

Outdoor areas

	Current Situation	Possible action (if needed)
Are pathways (and edges) clearly defined?		
Are there tactile/visual clues to mark indoor/outdoor boundaries (e.g. metal grids, doormats, ramps)?		
Does playground equipment stand out from the surface or background?		
Are doorways easy to see?		
Are supporting posts, pillars and door retainers sufficiently contrasted from the background?		
Does furniture (such as benches and 'bins') contrast with surroundings?		
Are signs and signposts sufficiently clear for pupils to read?		
Look at markings on playing fields / sports courts etc. for clear contrast. (Also, look at access to these areas.)		

Visual Audit (autism and neurodiversity focus):

	Current Situation	Possible action (if needed)
• Classroom illumination is suitable for pupils with autism. • Fluorescent lights are regularly checked and changed. (Flickering lights can be very disturbing.) • The effects of light coming into the room through blinds and creating distracting patterns are minimised • Light reflecting on objects such		

• as metal or shiny surfaces in the • classroom is minimised		
• The classroom is orderly and not cluttered • so that pupils can make sense of the • environment. • The impact of wall displays is considered. (Busy and cluttered wall • displays can be distracting). • Designated areas for specific activities to give clarity to the classroom • organisation. • Pupils have the opportunity to work at • a workstation to focus their attention, if • necessary		

Noise Audit:

	Current Situation	Possible action (if needed)
Sounds from classroom equipment are kept to a minimum. • Televisions, videos, audio systems, lights and computers are switched off when not in use to avoid a mains hum.		
• There are strategies in place to reduce noise when rooms are in use. • Classrooms are carpeted to lessen noise created by the movement of people, chairs and desks. • The acoustics of the gym, dining hall and hall are checked and modified to lessen echo • Hallways are carpeted to lessen the noise created by movement through the corridors		

- Sounds from outside the classroom do not cause problems within classrooms. - Windows are suitably soundproofed so that the noise of passing traffic is not a nuisance		
There are agreed strategies in place when noise becomes too much for individual pupils. There is a quiet room available which provides a calm place for pupils to relax.		
Pupils are warned if a loud noise or bell is going to sound. Strategies are put in place to support pupils who find loud noises or fire bells very difficult to tolerate.		

Smell Audit:

	Current Situation	Possible action (if needed)
Smells within the classroom are kept to a minimum. - The smell of paints, glue, clay and cleaning fluids is minimal. - Staff are aware that the smell of perfumes and deodorants may be distressing. - Staff are aware that pupils may react to the smell of others.		
Smells from outside the classroom are monitored and reduced, where possible - Alternative toileting arrangements are allowed (e.g. possible use of staff or disabled toilets). - The smell of cooking from the cafeteria or food technology rooms is reduced.		

Touch and Feel Audit:

	Current Situation	Possible action (if needed)
Uncomfortable clothing (seams, inflexible or itchy fabrics) is avoided, where possible, unless there are safety issues - Variations of the school uniform offer enough flexibility to enable pupils to be able to wear clothing they find comfortable. - Willingness of the school to adapt the school uniform (e.g. wear a sweatshirt, a necktie loosely or one that pins on).		
Alternative arrangements are made for pupils who find writing to be physically painful or difficult. - Willingness of the school to allow some work or homework to be typed. - Possible use of an 'Alpha Smart', iPad or laptop for written work		
Seating is comfortable. - Padding is used to make hard chairs more comfortable. - Pupils are allowed to sit on carpet squares if the floor is not carpeted.		

General sensory issues

	Current Situation	Possible action (if needed)
Pupils are encouraged to let others know if they are finding a sensory aspect of the environment distressing. - Pupils know that they can speak to someone about concerns. - Pupils have a designated person or mentor to talk to.		

Pupils are relaxed when moving through corridors. (Pupils can become anxious in busy corridors due to noise, dislike of crowds and worry about being touched). • Pupils are allowed to leave the classroom slightly earlier or later than peers to avoid noisy corridors/crowds.		
Classroom organisation considers the individual needs of pupils. • Classroom organisation and individual seating plan takes into consideration individual sensory concerns (e.g. A pupil with a fascination with light reflection does not sit by the window). • Pupils who become anxious by the close proximity of others are allowed ample space around their seat		
Dinner halls and queuing systems do not cause distress (due to the noise levels, smells and crowds). • Pupils are allowed to enter the dinner hall before or after peers to avoid queuing and crowds. • An adult or buddy may escort a pupil to and within the dinner hall		
A system of support is available for pupils experiencing sensory overload. • Learning breaks are allowed when necessary • There is a designated place and a clear system/routine for pupils to follow if they feel they need to withdraw due to sensory overload to 'chill out.		

Acoustics and noise audit (HI focus)

	Current Situation	Possible action (if needed)
Can noise be reduced from outside the school, for example, by closing windows		
Is noise reduced from elsewhere in the school, for example, by closing the doors		
Reduced unnecessary noise within the classroom, for example, turning off noisy projectors and making sure ventilation systems are regularly serviced		
Reduced noise from other pupils, for example, making sure that pupils move quietly through school corridors during lesson times		
Made improvements to the quality of sound within the classroom, for example, sticking soft pads on the bottom of chairs and table legs, using fabrics to reduce hard surfaces, and installing improved ceiling tiles or acoustic clouds		
Is the child seated near to and with a good view of you		
Is the child seated as far as possible from any external noises (e.g. a playing field, road, building works, etc.)?		
Have you reviewed the timetable to make sure you can manage noise effectively? (For example, by not timetabling design and technology or music lessons in a classroom where a deaf child is learning literacy.)		
Are you delivering lessons with high language content in rooms with the best acoustics, and are the rooms easy to identify for staff?		

Are you aware of the challenges that a deaf child might face in the classroom and how you can help to mitigate them? (For example, using radio aids and Soundfield systems properly, using visual cues, and ensuring other pupils are deaf aware.)		
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Based on An Environmental Audit (VITAL) RNIB 1998 and Eye contact supplement 'An Environmental Audit' and Sensory Audit for Schools and Classrooms (AET with support of DfE), and acoustic audit materials from the National Deaf Children's Society.