

Accessibility Plan

Middleton Technology School



Approved by:	Laura Markendale	Date: 01.09.2025
Last reviewed on:	September 2025	
Next review due by:	July 2026	

1. Aims of this plan

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

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

Our mission is “the pursuit of excellence”. We apply this mission to everything we do.

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 including within our wider trust, Great Education Academies Trust, and our local authority, Rochdale Borough Council.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please speak to our SENCo. If you are not happy with the response, 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 staff, parents, students and governance.

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.

TARGET	STRATEGY	OUTCOME	TIMELINE	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none">• 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• CPD delivered to all teaching staff to ensure understanding of SEND needs in terms of curriculum delivery.	<p>An accessible and inclusive curriculum that allows every child to succeed.</p> <p>All teachers can fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p>	Ongoing – targeted review termly.	Deputy Headteacher: Quality of Education SENCo

TARGET	STRATEGY	OUTCOME	TIMELINE	PERSON RESPONSIBLE
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of all pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps for access • Lift access • Corridor width is wheelchair accessible • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Adjustable tables • All corridors and entrances must be always kept clear of obstructions. • Learning environments should remain tidy and uncluttered to support the needs of all students, including those with disabilities and sensory sensitivities. 	Students with disabilities to be able to move around the academy safely. Improved access to learning environments for all students.	Ongoing and reviewed upon need	SLT Assistant Head: Health and Safety SENCo
Improve the delivery of information to pupils with a disability	<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 • Large print resources • Braille if needed • Laptops • Pictorial or symbolic representations including PECS 	All children are able to access full communication.	Ongoing. Reviewed annually.	SLT SENCo

TARGET	STRATEGY	OUTCOME	TIMELINE	PERSON RESPONSIBLE
To ensure that Physical Education (PE) and all extra-curricular activities are fully accessible to all students, Adaptations and support should be provided as necessary to promote equal participation and inclusion for every learner.	<ul style="list-style-type: none"> All staff must be aware of individual students' medical or physical limitations, and relevant care plans must be shared appropriately with those responsible for leading or supporting activities. Adaptations should be implemented where necessary to support access, while promoting a positive, inclusive environment in both curriculum and extra-curricular sports. All children, regardless of disability, will have the opportunity to participate fully in sports and extra-curricular activities. Where needed, reasonable adjustments will be made to ensure inclusive access and meaningful involvement for every student. 	The removal of barriers and promotion of participation for all, in line with the principles of equality, diversity, and inclusion.		

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 School Inclusion Team.

It will be approved by Great Academies Education Trust.

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