Morton Academy
The best in everyone™
Part of United Learning



Accessibility Plan

September 2026

DOCUMENT CONTROL

Author/Contact	Rebecca Miller	
Version	07	
Status	Approved	
Publication Date	October 2026	
Review Date	September 2027	
Approved/Ratified by:	Local Governing Body	Date: October 2026
Distribution: Morton Academy staff PLEASE NOTE, this version of the document contained within the Policy Folder on the 'V' drive is the only version that is maintained. Any printed copies should therefore be viewed as "uncontrolled" and as such, may not necessarily contain the latest updates and amendments.		

Version	Date	Comments	Author
02	October 2019	Complete rewrite	R Miller
03	September 2021	Reviewed	R Miller
04	September 2022	Reviewed	R Miller
05	September 2023	Reviewed	R Miller
06	September 2024	Reviewed	R Miller
07	September 2025	Reviewed	R Miller
08	September 2026	Reviewed	R Miller

Contents

1. Introduction
2. Definition of Disability
3. Reasonable Adjustments
4. Aims of the Accessibility Plan
5. Key Objectives
6. Contextual Information
7. Development
   7.1 The Purpose and Direction of the Academy's Plan: Vision and Values
   7.2 Information from Student Data and Academy Audit
   7.3 View of those consulted during the development of the plan
8. Scope of the Plan
   8.1 Increasing the extent to which disabled students can participate in the academy/setting curriculum
   8.2 Improving the physical environment
   8.3 Improving the delivery to disabled students of information that is provided in writing for students who are disabled
   8.4 Financial Planning and Control
9. Implementation
   9.1 Management, Coordination and Implementation
   9.2 Monitoring
   9.3 Accessing the Academy's Plan
10. Related Policies

Appendix A included at the end of this policy

1. Introduction

   The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

   The Equality Act 2010 provide a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

   The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

   There are some minor differences around disability in the new Act when compared with the previous legislation.

   - The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
   - Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
   - Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
   - From September 2012 academies and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

   As in previous legislation an academy/setting must not discriminate against a student because of something that is a consequence of their disability.

   It is unlawful for an academy/setting to treat a disabled student unfavourably. Such treatment could amount to:

   - Direct discrimination
   - Indirect discrimination
   - Discrimination arising from a disability
   - Harassment

   Direct discrimination can never be justified but an academy/setting could justify indirect discrimination against a disabled student, and discrimination arising from a disability if the discrimination is the result of action that is 'proportionate means of achieving a legitimate aim'.

2. Definition of Disability

   Equality Act 2010; a person has a disability if:

   - they have a physical or mental impairment;

- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnoses. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' (included in the disability definition) such as:

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination

- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. Reasonable Adjustments
   We have a duty to make reasonable adjustments for disabled students:

   - When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;

   - We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

   A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

   There is, as yet, no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements, and whether aids have been made available through the SEND route.

   The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled student does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the academy/setting.

   As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. Aims of the Accessibility Plan
   The planning duties on Morton Academy is the same as the duties in the previous DDA. The academy is required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students. The LA is required to have an Access Strategy.

In Morton Academy, we have a commitment to equal opportunities for all members of the academy/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider academy/setting curriculum;
- improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students.

Furthermore, under our equality duties, we intend to improve the physical environment of the academy/setting to enable any disabled person (student, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, begin the process of addressing the needs of disabled people through specific targets.

It is a requirement that the academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the academy's aims and Single Equality Scheme, and the operation of the academy's SEND policy.

The Action Plan for physical accessibility relates in part, to the Health an Safety Management Plan of the academy, which is undertaken annually by the Vice Principal. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

Morton Academy strives to ensure that the culture and ethos of the academy is such that, whatever the abilities and needs of members of the academy community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

5. Key Objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy community for students, and prospective students, with a disability.

- We are committed to provided a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to

challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance ad inclusion.

- We are committed to provided all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:

    - setting suitable learning challenges;
    - responding to a student's diverse learning needs;
    - overcoming potential barriers to learning and assessment for individuals and groups of students.

6. Contextual Information

Morton Academy is a mixed comprehensive sponsored 11-16 secondary academy. We have a large geographical catchment area encompassing the west of Carlisle.

Currently there are 905 students at the academy; our published admission number is 180 per year group, though we are oversubscribed in year 7, 8 and 10.

- 450 are boys, 455 are girls
- The vast majority of our students are White British.

Morton Academy Ethnicity Data	**No**	**%**
White - British	837	92.5
White – English	2	0.22
Other White British	2	0.22
White European	6	0.66
Any Other White Background	10	1.10
White and Any Other Ethinic Group	1	0.11
Black- African	7	0.77
White Other	1	0.10
Refused	2	0.22
White Eastern European	9	0.99
White and Black Caribbean	3	0.33
White and Black African	2	0.22
White Eastern European	9	0.99
Any Other Mixed Background	10	1.10
White and Asian	2	0.22
Egyptian	1	0.11
Turkish/Turkish Cypriot	1	0.11
Gypsy/Roma	0	0
Italian	1	0.11
Pakistani	1	0.11

- We have 267 students eligible for free school meals, 234 received pupil premium funding, there are 2 service children, 1 young carer, and 5 Looked After (in care).
- We have 42 EAL students.
- We have 133 students identified as SEN (this will increase once Year 7s have been fully tested), of which all of these students have a pupil profile and 46 students have an Educational Health Care Plan.
- The academy has good stability.

This academic year, approximately 100% of our students enter the academy from primary schools within our catchment area. We also have two students who travel from across the city to attend Morton Academy with EHCPS. We have strong working relationships with feeder primary schools and work hard to ensure as smooth as transition as possible from primary to secondary. In addition to visits from primary academy children to the academy for a variety of academic and sporting activities we have a taster day for all incoming students each July. We work with primary schools to target those with SEND needs or who are vulnerable to offer them extra transition from June to July, so that they are comfortable coming in for the following September.

This allows students to settle into the academy environment and allowed the staff to get to know the students and to make initial assessments of the students and form relationships prior to the start of the new academy year.

The catchment area varies from relatively prosperous commuter areas for professional families to areas of significant deprivation. Admissions to the academy are administered by the Local Authority.

When we are made aware of students who are joining the academy with disabilities, we make arrangements to meet both the student and the parents and involve professionals from the Local Authority and the Health Authority in order to ensure that any adjustments required to the academy building are made in readiness for the student starting the academy. The academy has fully disabled access throughout the building. We have a lift to access the upper floors of the academy. All steps have handrails situated next to each set of stairs. We have at least one disabled toilet in each of the toilet facilities. We have a passenger lift which allows access to upper floors of the academy.

7. Development

7.1 The Purpose and Direction of the Academy's Plan: Vision and Values

Morton Academy:

- has high ambitions for its disabled students and expects them to participate and achieve in every aspect of academy life;
- is committed to identifying and then removing barriers to disabled students in all aspect of academy life;
- values the individual and the contribution they make to all aspects of academy life;

- will strive to ensure that its disabled students have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion statement;
- will continue to focus on removing barriers to every area of the life of the academy;
- is committed to embracing equal opportunities for all members of the academy community.

7.2 Information from Student Data and Academy Audit

Morton Academy is a mixed comprehensive sponsored academy of 905 students of which the vast majority are White-British.

The majority of staff have received equalities training through an online learning module. New staff are required to complete this training within 3 months of starting.

We support students to fully participate both in the main curriculum and in extra-curricular activities, for example students take part in PE, they participate in the student council and prefect roles, they are ambassadors for the academy and they go on academy visits.
All students can access the curriculum. The academy is in a new fully disability compliant building which opened in 2013. There is lift access to all upper floors. There are plan which can be implemented in the event of a lift malfunction.

Access arrangements are provided for disabled students including Personal Emergency Evacuation Plans.

The outcomes for disabled students are in line with the national average.

The school/setting has identified that we have, as at the start of the academic year 2025/2026 number of students regarded as disabled under the terms of the DDA. These can be grouped as:

- Hearing impaired: 5 students
- Physical mobility problems (non-wheelchair users): 12 students
- Visual impairment: 3 student
- Asperger's Syndrome: 2 students
- ADHD: 34 students
- Autistic: 26 students
- Epileptic: 3 student
- Specific learning difficulties 20 students

Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community. Currently, 5 students in Year 6, have chosen Morton Academy as their school of choice, with an EHCP. Additionally, there have been other

students on primary school SEND registers who have put the Academy as their first choice of school.

In order to ensure that our data is up to date and accurate we will:

- liaise with the feeder schools so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their academy career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via pervious Accessibility Audits to assist us to develop an action plan to reduce obstacles for the academy/setting community.
- Undertake an Accessibility Audit during 2024/2025.

7.3 Views of those Consulted during the Development of the Plan

The plan is informed by:

- The views and aspirations of disabled students themselves;
- The views and aspirations of the families of disabled students;
- The priorities of the Local Authority;
- The views of different groups have influenced the plan.

Morton Academy will:

- ensure the development of the plan involves coordination with the Local Authority and ensure that Morton Academy provides the best choices for students wanting to enrol here;
- consult the SEND governor;
- consult staff including specifically SENCo, Heads of Year/Department, H&S Committee;
- set up student forums to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

8. Scope of the Plan

8.1 Increasing the extent to which disabled students can participate in the academy/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

The Academy/setting plans to increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the academy/setting such as participation in after-academy clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum. The academy/setting will continue to seek and follow the advice of LA services, such as specialist teacher advertiser and SEND inspectors/advisers, and of appropriate health professionals from the local NHS trust.

A detailed action plan has been developed and included as Appendix A.

The plan includes:

- arrangements to improve access to the curriculum through implementing appropriate staff training and development;
- details of which post holders or groups are part of the planning process and who and how this part of the plan will be monitored and evaluated by teachers, academy managers and governors;
- a range of elements ensuring that teaching and learning is accessible through academy and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Morton academy will improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that the academy is planning and preparing to respond to the particular needs of individual students.

Governors will identify action in the academy access plan to enhance teaching and learning opportunities for all those in the academy community with disabilities. These may include:

- consideration of whole-academy/setting ways of increasing participation in activities such as after-academy clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult to include student groups, such as those with physical or behavioural challenges;

- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;

- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;

- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;

- consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of academy success;

- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;

- consideration of the academy response to students through the application of the SEND Code of Practice has improved student attainment and how effective communication regarding specific student needs has been achieved and is monitored;

- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted;

- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc has been identified and supported;

- identifying student peer support mechanisms and the ways that the academy/setting has ensured students have a voice in decisions that affect them;

- taking action to ensure that disabled members of the academy/setting community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;

- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;

- enhancing the positive culture and ethos of the academy by undertaking quality marks or other additional intervention to improve the academy's ability to include those with disabilities.

8.2 Improving the physical environment of the academy/setting to increase the extent to which disabled students can take advantage of education and associated services:

- investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

Morton Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the academy has students or visitors with disabilities and is preparation for a situation if and when they do.

The academy is based in a new building completed in 2013 and is fully disability access compliant. Including steps, stairways, kerbs, exterior surfaces and pavings, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture including specialist desks and chairs. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting and blinds. There are three stories to the academy, the ground floor has flat access and the upper floors are accessed through the lift.

In the event of a fire alarm there are detailed arrangements and procedures for disabled students and their support staff including designated refuge points, with call button and intercom access.

The Local Governing Body will consider and record assessment upon all areas of the physical environment such as:

- changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc;

- changes outside of the academy/setting building, eg provision of disabled parking etc;

- management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc;

- increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software;

- improvements to the acoustic environment that might include installation of acoustic panels;

- improvements of storage implications for wheelchairs and other mobility devices;

- application and progress on capital funding for major access works and details on academy's funds delegation to support specific targets.

8.3 Improving the delivery to disabled students of information that is provided in writing for students who are disabled
Morton Academy will strive to:

- produce all academy literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The academy plans to improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy events. The information should be made available in various preferred formats within a reasonable time frame. The academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required and requested.

The Action Plan is prepared and maintained by the SENCo. The plan is report to the Governors Curriculum and Standards Committee.

The plan includes:

- making information normally provided by the academy/setting in writing to its students – such as handouts, timetables, textbooks, information about academy events – available to disabled students.
- Informing readers that academy published material is available in a selection of formats.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at academy meetings etc.
- Identifying how textbooks and other student information are selected and provided to meet a diversity of student needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students who have difficulties in accessing information.

8.4 Financial Planning and Control
The Principal, with the SLT, together with the Governors Finance, Personnel and Premises Committee, will review the financial implications of the Academy Accessibility Plan as part of the normal budget review process. The objective is that over time Academy Accessibility Plan actions will be integrated into the Academy Development Plan.

Morton Academy will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. Implementation

9.1 Management, Coordination and Implementation

Morton Academy's Senior Leadership Team led by the SENCo will undertake a disability audit using a cross section of staff, students and parents.

As a result of the audit, we shall:

- produce action plans, with definite timescales for the implementation of the actions implicit in the plan;
- plans to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

9.2 Monitoring

Morton Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual academy develop plan on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- success in meeting identified targets;
- changes in physical accessibility of academy/setting buildings;
- questionnaires, responses from stakeholders, eg parents, students and staff, indicate increased confidence in the academy's/setting's ability to promote access to educational opportunities for students with disabilities;
- improved levels of confident in staff in reducing the obstacles to success for students with additional needs;
- recorded evidence that increased numbers of students with disabilities are actively participating in all areas of the academy;
- recorded evidence that fewer students are being excluded from academy opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for students with disabilities;
- student responses; verbally, pictorially and written that indicate that they feel themselves to be included;

- Ofsted inspections that identify higher levels of educational inclusion.

9.3 Accessing the Academy's Plan

The academy Accessibility Plan is published on the academy website and printed copies are available from the academy. To support students and parents with visual impairments the document will be made available in large font.

This will be promoted at parent forums, on parents' evenings and on transition evenings.

Morton Academy will achieve successful implementation of the Accessibility Plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of students/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools and academies including special schools;
- seeking support/advice from outside the academy, from services, other agencies and organisations;
- ensuring that the academy is aware of all support services that provide advice to academies and staff.

10. Related Policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Equality Policy/Objectives
- Staff Training and Development Plan
- Health and Safety Policy
- Special Education Needs and Disabilities Plan/Policy
- Educational Visits Policy
- Behaviour Policy
- Academy Development Plan
- Complaints Policy

Appendix A

Morton Academy Accessibility Plan 2026- 2028

Improving the Curriculum Access at Morton Academy

Target	Strategy	Outcome	Timeframe and who responsible	Achievement
To develop inclusion across the academy to strengthen engagement	Two SLT members will attend and complete the IMF programme	To improve student attainment, well being and attendance	SENCo and LBewley	Embedding an inclusive ethos.
Training for staff in the identification of and teaching children with SEND	All staff attend appropriate training. Continuous sharing of strategies/CPD from SATS.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	SENCo	Children with ASD are successfully included in all aspects of academy life.
All out-of-academy and co-curricular activities are planned to ensure the participation of the whole range of students.	Review all out-of-academy and co-curricular provision to ensure compliance with legislation.	All out-of-academy and co-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	SENCo EVC Co-ordinator Assistant Principal – Co-curricular HOD PE	Increase in access to all academy activities for all disabled students.

Appendix B

Morton Academy Accessibility Plan 2026- 2028

Improving the Physical Access at Morton Academy

An Asset Management Plan/Access Audit was carried out by the FM Manager in 2020 and a number of recommendations made:

Item	Activity	Timescale	Cost £	Responsibility
Hoist available to disabled students	SThe hoist has been serviced. Relevant staff have been trained in hoisting.	Completed in April 2026		H&S
Accessible toilet on every floor	Male/female toilets on every floor, locked for disabled persons.	Ongoing		SENCo
Fire and emergency evacuation procedures to be in place for those with additional needs	• Fire drill practise every term. • Need to regularly review the escape strategy, management controls and staff training needed as appropriate. • PEEPS to be developed for all students with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. • Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.	Ongoing		Vice Principal SENCo

Appendix C

Morton Academy Accessibility Plan 2026- 2028

Improving the Delivery of Written Information at Morton Academy

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats.	The academy will make itself aware of the services available through the LA for converting written information into alternative formats.	The academy will be able to provide written information in different formats when required for individual purposes, with reasonable timeframes/notice.	Ongoing Vice Principal	Delivery of information to disabled students improved.
Make available academy brochures, academy newsletters and other information for parents in alternative formats.	Review all current academy publications and promote the availability in different formats for those that require it.	All academy information available for all. Upon request.	Ongoing Business Support	Delivery of academy information to parents and the local community improved.
Gather parents/carers feedback as to the quality of communication to seek their opinions as to how to improve.	Parents' evenings feedback regarding quality of communication.	Academy is more aware of the opinions of parents and acts on this.	Ongoing	Parental opinion is gathered and action taken appropriately.
Review documentation with a view of ensuring accessibility for students with visual impairment.	Get advice from Hearing and Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All academy information available for all.	Ongoing SENCo	Delivery of academy information to students and parents with visual difficulties improved.
Review electronic methods of reporting to parents.	Electronic reporting methods are explored.	The academy has explored electronic reporting methods and is knowledgeable about best practice.	Ongoing Assistant Printing, Data	The academy evaluates electronic reporting to parents