The Park Federation Academy Trust
Montem Academy

Equality and Accessibility Plan 2026-2027

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Approval

Signed by CEO and Federation Principal on behalf of the Board of Directors	Dr. Martin Young
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Section 1: Introduction

At Montem Academy (MA) we are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We will offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. MA promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

MA aims to be an inclusive academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

The Equality Act 2010 replaced previous 'discrimination law' and provides a single piece of legislation covering all the types of discrimination that are unlawful. MA has a duty to carry out accessibility planning for disabled pupils.

Our academy's accessibility plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognize the need to provide adequate resources for implementing plans and will regularly review them.

Definition of Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Section 2: Key Objectives

The academy recognises its duty under the Equality Act 2010 to not discriminate against a pupil or potential pupil by treating them less favourably than others.

The Accessibility Plan aims to ensure that:

- Reasonable adjustments to the environment and curriculum are implemented wherever possible.
- The academy draws on the expertise of external agencies to provide specialist advice and support.
- The Special Educational Needs & Disabilities Coordinator (SENDCO) has an overview of the needs of disabled pupils.
- There are high expectations for all pupils.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the academy.
- Disabled pupils have access to extended school provision.

The plan addresses improving access to:

- The physical environment;
- Education, facilities and services;
- Different methods of communication

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Montem Academy Equality and Accessibility Plan 2026-2027

Objective	Strategy	Outcome	Timescale/Who
To ensure all areas of the curriculum are accessible to all pupils.	• Identify particular needs and facilitate reasonable adjustments being made to allow equality of opportunity e.g. differentiation • Consider alternative communication systems. • Consider the ways in which information is presented to pupils. • Consider different ways in which pupils can communicate their ideas.	All children have access to all areas of the curriculum.	Ongoing subject to the needs of individual children who attend the academy. Principal & SENDCO
To ensure all areas of non - curricular activities are accessible to all pupils	• Provide sporting and activity clubs for pupils with additional needs • Enable pupils with additional needs to access Breakfast Clubs • Conduct Risk Assessments to enable pupils with additional needs to attend trips and outings. • Provide transport if required for pupils with additional needs when walking to a local offsite venue.	All pupils have access to non - curricular activities.	Ongoing depending upon the needs of pupils who attend the academy. Principal & SENDCO
To provide specific staff training depending on the disabilities of any particular pupils who attend the academy.	• Seek out specialist training according to the needs of children who attend the school. • Signpost staff to relevant support materials to help them to understand and meet the needs of their pupils.	Staff are confident to provide appropriate support for all children, including those with disabilities.	Ongoing subject to the needs of individual children who attend the academy. Principal & SENDCO

Objective	Strategy	Outcome	Timescale/Who
To look at alternative ways of providing written material.	Investigate services available through the Local Authority or other providers for converting written information into alternative formats e.g. audio guides for the visually impaired, use of a Braille machine	If needed the school can provide information in alternative formats.	Annually or as required Principal & SENDCO
Review the physical environment to ensure that it allows for equality of access for all.	Carry out a full review of the physical environment both inside and outside the school (as part of wider monitoring of the physical environment e.g. Health and Safety reviews).	The physical environment is reviewed, and reasonable adaptations made, according to the needs of individual children.	Annually or as required Principal, Site Manager, Chief Operating Officer & SENDCO
To actively promote equality, including disability equality.	Promote through: • Staff CPD • PSHE lessons (linked to diversity and emotional intelligence) • Assemblies • Celebrating difference • Charity events • Awareness days/weeks • Inclusion in clubs and events	Increased whole school awareness of equality and disability issues.	Ongoing Principal, SENDCO, SLT & Extended School Leaders