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# ACCESSIBILITY PLAN 2018-2019

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**RÆDWALD**  
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RATIFIED BY THE TRUST BOARD IN:  
OCTOBER 2018

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**NEXT REVIEW DATE: SEPTEMBER 2019**

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## ACCESSIBILITY PLAN 2018-2019

<b>Person responsible for this policy:</b>	Angela Ransby
<b>Policy author:</b>	Angela Ransby
<b>Date to Trust Board:</b>	12 <sup>th</sup> October 2018
<b>Date Ratified:</b>	31 <sup>st</sup> October 2018
<b>Date to be Reviewed:</b>	September 2019
<b>Policy displayed on website:</b>	Yes

<b>CEO Signature:</b>	Angela Ransby
<b>Trust Board Signature:</b>	Roger Fern

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## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils/students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils/students, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils/students.

Raedwald Trust is committed to providing a fully accessible environment (at all sites) which values and includes all pupils, 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 and inclusion.

At each site, our approach is to implement continuous improvement in accessibility provision for all pupils, staff and visitors to each school. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environments of schools within the Trust, developing specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- Increase access to the curriculum for SEND pupils, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum. It also covers the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- To continually improve the communication of information, both written and electronic, to pupils, staff, parents and visitors with disabilities. The information will be made available in various preferred formats within a reasonable time frame.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Please read this plan alongside the following Trust policies and documents: Inclusion Policy, Health and Safety Policy, Complaints Policy, Single Equality Policy, Fire Emergency Plan, School Development Plans.

## Accessibility Plan 2018

### Improving Physical Access

Planning Area	Targets	Strategies	Timescales	Oversee	Success Criteria	Notes
Physical Access	Provision for pupils with physical disabilities will be regularly reviewed and assessed.	Review of door access (as needed) and maintenance of ramps, lifts and access points.	On-going	Head Teacher and Head of School	Pupils with physical difficulties have the opportunity to access the classrooms and other facilities.	Refer to SEN policy, staff meeting notes, pupil review meeting notes
	All staff make classrooms accessible	Ensure classroom doorways wheelchair accessible  On-going training in disability awareness.	On-going  On-going	Head teacher at each site  CEO and Pedagogical Lead	Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety.  Continuous review of classroom access for SEND pupils	
	Continually monitor and develop lighting and signage to support those with visual impairments	Annually review needs at each site in support of visually impaired users.	As required	SENCO/Head of School	Safety for the visually impaired and access around each site is improved.	
	Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire risk	As necessary	Head Teacher and Head of School	All fire escapes kept clear and pupils have safe exit at all times.	Refer to Fire Risk assessment at each site

	assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times					
Ensure that access to school buildings and site can meet diverse pupils needs	Awareness of independent access  Clear identification of room functions.	Ongoing	Head Teacher and Head of School	Access to school buildings and site improved/maintained	Refer to staff meeting notes as well as Health and Safety policy	
Disabled bay signage/markings	Keep under review the need for disabled parking.	As necessary	Head teacher and Business manager	Accessible parking bay for disabled staff and visitors.		
Any redecorating or alterations within the school is sympathetic to the visually impaired or those with other visual difficulties.	Advice taken re-lighting and colour schemes before any further decorating takes place.	As necessary	Head Teacher, Head of School and SENCO	The school decorates in a way that is sympathetic to the Visually impaired.		

### Improving Access to the Curriculum

Planning Area	Targets	Strategies	Timescales	Oversee	Success Criteria	Notes
Curriculum Access	Additional staff training in disability awareness to reflect diverse needs	Use staff SEN audit to identify training needs and inform professional development process.	On-going	HEG/SENCO	Raised confidence of staff in strategies for differentiated	Academic progress will reflect equivalent progress for those

of students within the school and any associated duties.				on and increased pupil participation from a disability equality perspective	pupils with disabilities and those without
Ensure all staff are aware of disabled pupils' curriculum access.	Information communicated through pen pictures/case studies/pupil profiles	On-going	HEG/SENCO	All staff aware of individual pupils access needs.  All staff are aware of individual care plans for pupils with specific allergies, medical needs, etc.	Discussion in staff meetings and briefings.  Regular discussions and feedback from staff during staff meetings.
Ensure access to computer technology appropriate for pupils with disabilities.	Review of computer technology available, as required by pupils with disabilities, and train staff as appropriate for use.	As required	HEG / Business manager / SENCO	Access to appropriate computer technology will be improved for all disabled pupils	
Reflect identified areas of need in lesson planning and delivery.  Purchase of resources to increase student participation	Incorporate Quality First teaching into all planning	Ongoing	Head of School, SENCO / Teachers	Improved access to curriculum for all pupils	Pupils will demonstrate progress and engagement through tracking and monitoring.

Eliminate all discrimination and harassment of disabled pupils/stakeholders.	Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed.	Allocated tracking and monitoring system in place	HEG, Head of School	Incidents of discrimination and harassment are zero	
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication formats are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions/letters home	On-going	Office Staff	The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information	Regular discussions with parents and pupils ensures concerns are addressed as they arise.
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties	Specialists are used to work with pupils or provide training for staff	On-going	HEG, Head of School, SENCO	Pupils are able to access the curriculum regardless of their learning difficulties and disabilities. Specialised support and resources are used to meet the	Pupils will demonstrate progress and engagement regardless of their disabilities or difficulties. Additional support (via intervention) is tracked to ensure

				needs of children with a disability and special educational needs	good progress and correct use of support.
Heighten awareness of staff in relation to strategies and procedures employed by speech therapists and educational psychologists	Provide training in relation to speech and language (and associated difficulties) as well as regular feedback from EP involvement.	As required	Pedagogical Lead, SEN team	Increased confidence of staff in supporting pupils with specific learning needs	Progress and engagement demonstrated in lessons.
Ensure all policies consider the implication of Disability access	Consider all policies in view of priorities	On-going	Trustees	Access to all aspects of school life for all pupils	
Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are not making expected progress. Include personalised learning plans as needed and use of Person Centred Approach. All new staff to be aware of plans.	On-going	HEG, Head of School, Pedagogical Lead, SENCO	Systems in place monitoring academic and social progression and differentiation. Parents / carers are involved in process.	
Recruitment policy	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	On-going	HR	People who have disabilities are welcome to apply for jobs and are able to state that they have	

been treated equally, regardless of outcome

### Improving Delivery of Written Information

Planning Area	Targets	Strategies	Timescales	Oversee	Success Criteria	Notes
<b>Delivery of Information</b>	Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in "simple" English  Support parents to access information and complete school forms  Ensure website and all documents accessible via the school website can be accessed by visually impaired	On-going	School office / IT / HEG	All parents receive information in a form that they can access  Parents Supported	Regular contact with parents / carers helps to address issues quickly.
	Continuously improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment	As required and ongoing	All staff	Excellent communication with positive engagement where required.	
	Annual review information/PC R to be as	Develop child friendly review formats.	On-going	Pedagogical Lead, SENCO	Staff more aware of pupils preferred	Discussions during staff meetings/morning

accessible as possible	Continued use of a pupil centred approach.			method of communication	briefings to keep staff informed.
Provide information in other languages for pupils/parents or prospective pupils/parents who may have difficulty with English language documentation	Access to translators, sign language interpreters to be considered and offered if possible.	As necessary	SENCO / Office staff / SLT	Pupils and/or parents feel supported and included	Use of LanguageLine / translators as appropriate
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard printed information	Ensure website is fully compliant with requirement for access by persons with visual impairment.  Ensure all information that goes home is written carefully to allow individuals to access.	As required	IT/All staff	All can access information about the school	Regular discussions with parents/pupils to ensure information is being understood and relayed appropriately.