
ACCESSIBILITY PLAN 2019-2022



RATIFIED BY THE TRUST BOARD IN:
SEPTEMBER 2019

NEXT REVIEW DATE: SEPTEMBER 2022

ACCESSIBILITY PLAN 2019-2022

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
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Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Roger Fern

1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

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 developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust supports any available partnerships to develop and implement the plan.

The Raedwald Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>All schools within the Trust offer a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Individual Learning Plans are set and appropriate for pupils with additional needs. This ensures staff are updated with current information about pupils with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Create site based SEND champions in key areas of SEND who possess specific expertise in a diverse range of areas in order to support staff and pupils. Increase capacity of existing SENCOs and SEND Leads to ensure learner needs are accommodated. Whole school training sessions for Trust staff. Ensure different communication formats are available in school and are accessible. Ensure that communication from</p>	<ol style="list-style-type: none"> 1. Identification and upskilling of key members of staff identified for SEND team. 2. Ensure access to computer technology is appropriate for pupils with disabilities. 3. Purchase resources to increase student participation. 4. Ongoing development of website, notice boards, phone calls, information sessions, letters home. 	<p>PL</p> <p>SENCOs/ HoS</p> <p>HoS/HT</p> <p>HoS/HT/ Central</p>	<p>Summer 2020</p> <p>Autumn 2020</p> <p>Ongoing</p> <p>Ongoing</p>	<ol style="list-style-type: none"> 1. Target setting on Individual Learning Plans will become more targeted. 2. Progress data will indicate that pupils with disabilities are making at least equal progress with their peers.

		school is accessible to all parents and carers.				
Improve and maintain access to the physical environment	<p>The environment across all Trust sites is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Provision for pupils with physical disabilities will be regularly reviewed and assessed. Continually monitor and develop lighting and signage to support those with visual impairments. Ensure all fire escape routes are suitable for all and free from obstruction at all times. Any redecorating or alterations within the school are sympathetic to the visually impaired or those with other visual difficulties.</p>	<ol style="list-style-type: none"> 1. Health and Safety audit completed and updated. 2. Seek external support from sensory service as required for specific building changes. 3. Continual review of classroom access for SEND pupils. 	HoS/SENCO /HT	<p>Autumn 2019</p> <p>Ongoing</p> <p>Ongoing</p>	<ol style="list-style-type: none"> 1. All Health and Safety action plans updated/completed. 2. All individuals are able to access all areas of each Raedwald Trust site safely and easily.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Access to online and IT resources/apps/programs 	<p>Ensure ILP's are updated and reflect each pupil's individual needs. Continual review and evaluation of existing processes and signage.</p>	<ol style="list-style-type: none"> 1. Development of new pupil handbook across sites. 2. Regular feedback from pupils and parents collected. 3. Review of ILPs and ensure staff regularly accessing and reading. 	<p>HoS/HT</p> <p>SENCO/HoS /HT</p> <p>HoS/HT</p>	<p>Summer 2020</p> <p>Ongoing</p> <p>Ongoing</p>	<ol style="list-style-type: none"> 1. Pupil handbook developed across sites. 2. ILPs communicating specific pupil requirements for communication. 3. All sites providing clear

						information that is accessible to all pupils.
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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 approved by the CEO and Trust Board.

5. Links with other policies

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

- Risk assessment policy
- Complaints policy
- Health and safety policy
- Single Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				