



Accessibility Plan 2025-2026



Policy Details

Person Responsible for this Policy	Angela Ransby
Policy Author	Angela Ransby
Date to Trust Board	September 2025
Date Ratified	1 st October 2025
Review Date	September 2026
Policy displayed on website	YES

CEO Signature
Trust Board Signature

Updates Made	Date
Reference to Assessment Centre (AC) throughout	September 2025

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

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

Raedwald Trust is committed to providing a fully accessible environment (at all sites) 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 developing a culture of awareness 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a

disabled student faces in comparison with non-disabled students. 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 students with a disability	<ul style="list-style-type: none"> All schools within the Trust offer an inclusive curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Student Support Plans are developed for students and outline their additional needs and the provision put place to support them. This ensures staff are updated with current information about students with a disability. The curriculum is reviewed to ensure it 	<ul style="list-style-type: none"> Develop an Assessment Centre to obtain thorough induction information for all students and work with Academy leaders to ensure all 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 school is accessible to all 	<ol style="list-style-type: none"> Develop a robust APDR system, lead by the Assessment Centre and supported by Academy leaders and Assessment Centre Associates. Ensure access to technology continues to be appropriate for students with disabilities. Purchase resources to increase student participation. Ongoing development of website, notice boards, phone calls, information sessions, letters home. 	AC AC/ HoP HoP/HT HoP/HT/ Central	Ongoing Ongoing Ongoing Ongoing	<ol style="list-style-type: none"> All Student Support Plans will contain clear, personalised targets. Progress data will indicate that students with disabilities are making at least equal progress with their peers.

	meets the needs of all students.	parents and carers.				
Improve and maintain access to the physical environment	<p>The environment across all Trust sites is adapted to the needs of students 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 students 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 all students. 	HT/SENCO	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 3. Ongoing 	<ol style="list-style-type: none"> 1. All Health and Safety checks completed in line with Trust practice. 2. All individuals are able to access all areas of each Raedwald Trust site safely and easily. 3. Prompt action where needed.
Improve the delivery of information to students with a disability	<p>Our schools use 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 	<ul style="list-style-type: none"> • Ensure Student Support Plans are updated and reflect each student's individual needs. • Continual review and evaluation of existing processes and signage. 	<ol style="list-style-type: none"> 1. RT Curriculum embedded and EDI Framework, as standard, across all classrooms. 2. Regular feedback from students and parents collected. 3. Robust review process for SEND Support Plans. 4. All staff regularly access SEND Support 	<ol style="list-style-type: none"> 1. HT 2. AC 3. AC 4. All staff 	<ol style="list-style-type: none"> 1. Autumn 2022 2. Ongoing 3. Ongoing 	<ol style="list-style-type: none"> 1. Monitoring systems reflect expectations. 2. SEND Support Plans communicating specific student requirements for

			Plans to understand the needs of the students they work with.			communication. 3. All sites providing clear information that is accessible to all students. 4. All staff have a thorough understanding of the pupils they work with and are able to make appropriate adaptations.
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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
- Equality, Diversity & Inclusion Policy
- Special Educational Needs (SEN) Policy and information report
- Supporting Students with Medical Conditions Policy

Appendix 1: Accessibility audit

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