



Accessibility Plan 2026-2027



Policy Details	
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Person Responsible for this Policy	Angela Ransby
Policy Author	Angela Ransby
Date to Trust Board	September 2026
Date Ratified	
Review Date	September 2027
Policy displayed on website	YES

CEO Signature
Trust Board Signature

Updates Made	Date

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 Feedback, Concerns and 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	- 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 tp support them. This ensures staff are updated with current information about students with a disability. - The curriculum is reviewed to ensure it	- 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	1.Develop a robust APDR system, lead by the Assessment Centre and supported by Academy leaders and Assessment Centre Associates. 2. Ensure access to technology continues to be appropriate for students with disabilities. 3. Purchase resources to increase student participation. 4. Ongoing development of website, notice boards, phone calls, information sessions, letters home.	AC AC/ HoP HoP/HT HoP/HT/ Central	Ongoing Ongoing Ongoing Ongoing	1. All Student Support Plans will contain clear, personalised targets. 2. 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	The environment across all Trust sites is adapted to the needs of students as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	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.	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	1. Ongoing 2. Ongoing 3. Ongoing	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	Our schools use a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Access to online and IT resources/apps/programs	• Ensure Student Support Plans are updated and reflect each student's individual needs. • Continual review and evaluation of existing processes and signage.	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	1. HT 2. AC 3. AC 4. All staff	1. Autumn 2022 2. Ongoing 3. Ongoing	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 annually. 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
- Feedback, Concerns and Complaints Procedure
- 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 Plans

Alderwood Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	0 – all ground floor	None	Head Teacher	
Corridor access	Front of Building 2, SaLTO access on both corridor doors	None	Head Teacher	
Lifts	None	None	Head Teacher	
Parking bays	Front car park x 14 (one disabled bay) Back car park x 9	None	Head Teacher	
Entrances	One front reception to site Rear car park, accessible via locked gate	None	Head Teacher	
Ramps	One ramp to allow access to both porta-cabins	None	Head Teacher	
Toilets	13 - Disabled toilet x 3 (one in front building, one in building 2 and one in large portacabin) - Staff toilet x 2 - Pupil toilet 8 (2 in each	None	Head Teacher	

	building)			
Reception area	Wide door frame, seating for 4, automatic doors on motion sensor	None	Head Teacher	
Internal signage	Fire escape routes/exits clearly visible, both through direction signs as well as written location of fire evacuation point COSHH posters visible on cleaner's cupboards HSE posters in staff room and front office	None	Head Teacher	
Emergency escape routes	Fire escape routes/exits clearly visible, both through direction signs as well as written location of fire evacuation point Emergency lighting in place in front and building 2	None	Head Teacher	

First Base Ipswich Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	1	None	Head Teacher	
Corridor access	Accessible for wheelchairs and free of clutter	None	Head Teacher	
Lifts	None	None	Head Teacher	
Parking bays	7 spaces & 1 disabled space	None	Head Teacher	
Entrances	Single door, no steps. Wheelchair accessible.	None	Head Teacher	
Ramps	0	None	Head Teacher	
Toilets	Toilet at front of building, accessible, with a support bar and alarm.	None	Head Teacher	
Reception area	Wheelchair accessible	None	Head Teacher	
Internal signage	Exits clearly sign-posted	None	Head Teacher	
Emergency escape routes	All clearly sign-posted, shown on site maps and all accessible.	Padlocks on gates are too high up for someone in a wheelchair to access if they were on their own.	Head Teacher	

First Base Bury St Edmunds Academy and The Albany Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	1	None	Head Teacher	
Corridor access	Accessible for wheelchairs and free of clutter	None	Head Teacher	
Lifts	None	None	Head Teacher	
Parking bays	6 spaces & 1 disabled space	None	Head Teacher	
Entrances	Single door, no steps. Wheelchair accessible.	None	Head Teacher	
Ramps	0	None	Head Teacher	
Toilets	Toilet at front of building, accessible	None	Head Teacher	
Reception area	Wheelchair accessible	None	Head Teacher	
Internal signage	Exits clearly sign-posted	None	Head Teacher	
Emergency escape routes	All clearly sign-posted, shown on site maps and all accessible.	None	Head Teacher	

Parkside Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	0 – all ground floor	None	Head Teacher	
Corridor access	Access is via main reception, maglock door at either end. Concern: ensure evacuation is not hindered by maglock failure.	Ensure maglocks tested weekly; maintain visitor sign-in and escort procedure.	Head Teacher	Weekly
Lifts	No lifts. Not required due to single level layout.	None	Head Teacher	
Parking bays	No designated parking bays – cars stored in playground. Concern: no disabled bay marked and risk of conflict with pupil use.	Review safety of car/pupil segregation. Mark at least one disabled bay; review traffic management and pupil segregation.	Head Teacher	
Entrances	Two main entrances via a comms system	Check comms system tested weekly; ensure emergency release in case of power failure	Head Teacher	Weekly
Ramps	No ramps	None	Head Teacher	
Toilets	3 x single toilets and 4 x double toilets for students and a double staff toilet. Reviewed accessibility and provision for SEND pupils; check regular cleaning and stock monitoring.	None	Head Teacher	
Reception area	Separate from main school.	Ensure safeguarding measures in place (visitor sign-in,	Head Teacher	Monthly

		DBS checks, barrier).		
Internal signage	All signage in place. Concern: may not be suitable for visually impaired pupils (contrast/size).	Review signage visibility for SEND/visually impaired pupils; refresh faded signs if required.	Head Teacher	Monthly
Emergency escape routes	In the following places – main reception entrance, community room, door at the end of the corridor and side door in induction area.	Ensure all routes are clearly signed, kept free from obstruction, and tested in fire drills.	Head Teacher	Daily

St Christopher's Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Ground floor only	None	Head Teacher	
Corridor access	Wheelchair accessible – free of clutter	None	Head Teacher	
Lifts	0	None	Head Teacher	
Parking bays	5 – no designated Disabled parking bay (not needed – bay would be made available as needed)	None	Head Teacher	
Entrances	Wheelchair accessible	None	Head Teacher	
Ramps	0	None	Head Teacher	
Toilets	2 disabled toilets (main school and off hall)	None	Head Teacher	
Reception area	Wheelchair accessible	None	Head Teacher	
Internal signage	Exits clearly signposted	None	Head Teacher	
Emergency escape routes	NSM classroom exit; back door, Nursery/ Hall exit and main entrance. Emergency stretcher is available in NSM classroom.	None	Head Teacher	

Westbrige Academy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	2 Floors	None	Head Teacher	
Corridor access	Wide corridors, newly carpeted, in good state of wear.	None	Head Teacher	
Lifts	1 lift – fully serviced with regular services in place.	None	Head Teacher	
Parking bays	No parking bays as the school is in a residential area. Parking permits with bays located directly opposite the entrance are available but are not able to be reserved. Westbrige has allocated for 11 permits.	None	Head Teacher	
Entrances	The front entrance is a double door with a small step.	Consider if a ramp is required for the small step into the main entrance. Issue to be raised as a consideration.	Head Teacher	
Ramps	There are no ramps onsite at Westbrige.	None	Head Teacher	
Toilets	One disabled toilet (currently used as a female staff toilet). One male staff toilet. Two pupil toilets	None	Head Teacher	
Reception area	Small width door into main office however the reception area	None	Head Teacher	

	for signing in visitors is wide and flat.			
Internal signage	All in place as required.	None	Head Teacher	
Emergency escape routes	See 'Entrances' row regarding the front entrance small step. However, all other exits are flat and accessible.	None	Head Teacher	

Assessment Centre – Spring Road

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Ground floor only used	None	Head of Traded	
Corridor access	Wheelchair accessible to all areas	Review of thresholds into classrooms required, if raised	Head of Traded	
Lifts	0	None	Head of Traded	
Parking bays	5, including 1 designated Disabled parking bay	None	Head of Traded	
Entrances	Front entrance wheelchair accessible	None	Head of Traded	
Ramps	1 Internal ramp from side entrance by Art Room	None	Head of Traded	
Toilets	5 toilets; 2 girls, 2 boys, 1 disabled toilet	None	Head of Traded	
Reception area	Wide door which is wheelchair accessible. Signing in desk at low level	None	Head of Traded	
Internal signage	Fire escape routes/exits clearly signposted, both through direction signs as well as written location of fire evacuation point on Fire Action signs	None	Head of Traded	

	COSHH poster on cleaner's cupboard HSE poster in reception. Safeguarding posters in offices and corridors.			
Emergency escape routes	3; Fire escape routes/exits clearly visible, both through direction signs as well as Fire Action signage. All external doors wheelchair accessible. Emergency lighting in place.	None	Head of Traded	

Central Office – Montgomery Road

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Ground floor only used	None		
Corridor access	Wheelchair accessible to all areas	None		
Lifts	1, but only used to access upstairs by Suffolk County Council staff	None		
Parking bays	1 designated Disabled parking bay	None		
Entrances	2. Front door - Wheelchair accessible. Back door not accessible due to step	Consider ramp to be put in place to allow access to garden area	CFO	
Ramps	0	Consider ramp to be put in place to allow access to garden area, and second means of escape	CFO	
Toilets	3, including 1 disabled toilet off the dining area	None		
Reception area	Wide door which is wheelchair accessible. Signing in desk at low level	None		
Internal signage	Fire escape routes/exits clearly signposted, both through direction signs as well as written location of fire evacuation point on Fire Action signs	None		

	COSHH poster on cleaner's cupboard HSE and safeguarding posters in reception and office areas			
Emergency escape routes	2. Fire escape routes/exits clearly visible, both through direction signs as well as Fire Action signage. Front door wheelchair accessible, however, back door not wheelchair accessible due to step Emergency lighting in place.	Consider ramp to be put in place to allow access to garden area and second means of escape	CFO	