



Accessibility plan

Written by:	Dionne Jude	Date: July 2024
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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

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

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39).

Equality_Act_Advice_Final.pdf (publishing.service.gov.uk) We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

4. Planning duties

This section outlines the main activities which Rise Education undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

- a. Increasing the extent to which SEND students can participate in the school curriculum.**

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
 - Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

b. Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
 - Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

c. Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- Modified examination papers
- Modified resource and support material
- ICT facilities

5. Communication with parents and carers

All of our students have an EHCP. In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the

school to provide full information about any disabilities, special educational need or other relevant information about their child(ren).

6. Accessibility Audit

Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

7. Accessibility Plans

Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents/carers.

8. Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Complaints Policy.

9. Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary. The Headteacher and proprietor will monitor the school's compliance with the plan on an annual basis. The Governors will review the template plan every three years.

Links with other policies

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

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- SEND Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

10. Action Plan

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

Aim	Current good practice	Actions/by who/when
Everyone is made to feel welcome, including those with Special Educational Needs and / or disabilities.	All students are made to feel welcome at Rise. All students are encouraged to thrive and flourish. We talk about special gifts as well as need	N/A
High expectations of all students and staff?	The school's values talk to this also. All teachers are aware that 'every teacher is a teacher of SEN'. High expectations are evidenced in lessons, and through our behaviour and school uniform policy.	N/A
Students equally valued	All students are equally valued and staff use praise to empower them. We believe that all students can experience transformation, flourish and achieve their true potential.	N/A
Removing barriers to learning and participation?	The responsive teaching strategies that we use in our high quality teaching are designed to remove barriers to students learning.	N/A
Lessons are made accessible to all students	All lessons are made accessible to students. All students require adaptations, which staff and mentors are aware of.	N/A
Support staff are used effectively to positively impact on student outcomes.	Support staff work closely with teachers to ensure that students are supported effectively. Mentors lead interventions with students.	N/A
Staff are familiar with technology and practices developed to assist people with disabilities	Teachers and support staff undertake carefully planned and sequenced weekly CPD, engage with coaching, which is adaptive and responsive to the school context	N/A
Teachers and learning support mentors have the necessary training to teach and support students with a disability	This includes a regular SENDco clinic, which includes CPD on the needs of students. Staff learn about different types of special needs and strategies to support students,	N/A
Staff aware of how classrooms should be optimally organised for students with a disability.	Rooms are organized to reduce cognitive load and, ensuring classrooms are not cluttered, to support learning. Seating plans help students to focus.	N/A
Providing access to computer technology appropriate for students	Students have access to laptops and other resources such as ipads to help support them in lessons. Including changing font size and read aloud using earphones	N/A
RNIB guidelines formats to be used if needed	Yes, but not currently needed	N/A
Physical structures such as doorways, steps and stairs which may act as barriers for students and adults who use wheelchairs.	There are not students who require wheelchair access. Lessons would need to be relocated to support students.	N/A

Aim	Current good practice	Actions/by who/when
Toilet facilities and showers accessible to wheelchair users?	There is one main toilet and hygiene facilities for wheelchair users.	N/A
There safe pathways of travel around the school site and parking arrangements	The parking areas are segmented from pedestrians. There is a 5mph speed limit. The surfaces are flat and well maintained. Students are taught how to cross safely between buildings.	N/A
No signs which may be confusing or inadequate, or with little contrast between lettering and background, or with font which is too small to be easily visible.	Signs are appropriately placed around the site to be visible to all.	N/A
There accessible storage to enable students and adults with a disability to access aids and equipment	There are student lockers, at various heights, providing a place for students to store resources and equipment. These are easily accessible throughout the day. There is always a staff member to help.	N/A
Emergency and evacuation systems include alarms with both visual and auditory components.	The signals present provide sufficient alert to the needs of those within our school and the evacuation procedure would ensure that visual cues and direction would ensure the safety of all.	Coverage of visual emergency alarm signals. MRI Jan. 2025

11. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing body.

12. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy