



Accessibility Policy

Including SCCEPS Accessibility Plan

RIDGEWAY EDUCATION TRUST

Review date for accessibility plan: July 2028

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Accessibility Policy and Plan

The Policy and Plan are drawn up in accordance with the planning duty in the Equality Act 2010 in order to prevent discrimination against disabled people in their access to education.

This places key duties on schools, which are:

1. not to discriminate against disabled pupils in their admissions and exclusions, and provision of education benefits, facilities and services;
2. not to treat disabled pupils less favourably for a reason related to their disability;
3. to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage and to make reasonable adjustments for disabled pupils; and
4. to publish an Accessibility Plan for schools within Ridgeway Education Trust (RET) every two years (see Appendix A).

The SEN Code of Practice 2014 states that schools must publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

This plan sets out the proposals of the Governing Bodies of the schools to increase access to education for disabled pupils.

In line with the requirements of the Equality Act, the aim of the Accessibility Plan is to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the RET schools to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to those with disabilities. This should take account of views expressed by the pupils or parents about their preferred means of communication.

The policy

1. Definition of disability

Disability is defined within the Equality Act 2010 as follows:

"A person has a disability 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 carry out normal day to day activities."

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

The disability provisions in the Equality Act are different from those of other protected characteristics. Rather than just treating a person with a disability equally with those without a disability, there are times when they should be treated more favourably to be able to benefit from what we offer to the same extent as a person without a disability.

We will make all reasonable adjustments to ensure that members of our community with a disability are fully included in our schools.

The group Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long-term medical needs be treated as disabled for the purposes of equality legislation. This is in addition to all pupils with long-term impairments that have a significant impact on their day-to-day activities.

We understand that the definition of disability under the Equality Act 2010 is different from the eligibility for special educational needs provision. This means that disabled pupils may or may not have special educational needs.

2. Aims of the Policy and Plan

The General Duty

As laid out in our Equality Policy, in the same way that we will address the concerns of all people affected by discrimination, we make the following commitments in relation to people with disabilities:

- We will work towards eliminating discrimination and other conduct that is prohibited by the Equality Act 2010.
- We will advance equality of opportunity between people who have a disability and people who do not.
- We will foster good relations between people who have a disability and people who do not.

It is the intention to consult with all stakeholders (pupils, parents/carers, regular visitors to the school) with disabilities to aid in the development of this Plan by taking account of their views when making appropriate adjustments. This consultation process will be on-going.

Our Accessibility Plan will:

- Reduce and eliminate barriers to access to the curriculum and to ensure full and successful participation in the school community for pupils and prospective pupils with a disability.
- Ensure that the needs of disabled staff and parents are accommodated in the school environment, as far as is reasonably practical.
- Not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

3. Responsibilities of RET schools

General

To recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect the parents' and child's right to confidentiality.

Education and related activities

- To provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils which includes:
 - setting suitable learning challenges.
 - responding to pupils' diverse learning needs.
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- To seek the advice and guidance of external services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- To be particularly alert to any needs arising from requirements of newly enrolling pupils to Nursery and Reception each year, as well as in-year entrants where accessibility issues may arise. Entry to a RET school, at any level, will be based purely on the school's Admissions Policy. Likewise, all pupils facing potential exclusion will be treated fairly following the school's Exclusion Policy.
- To provide all pupils new to the school, irrespective of year group, with a relevant induction process. Work in classes to deliver information to help all pupils in their understanding of the needs of everyone in our school community.
- To ensure appropriate data for all pupils is analysed at least 3 times each year.
- To seek alternative arrangements in the case of on-site facilities not being accessible for any pupil.
- To collect views of pupils and parents regularly. All new parents and families to the school are made aware of the individual school's physical accessibility, as appropriate, and individual family needs are recorded. The School Councils are also asked to feed back their views.

Physical environment

To ensure the needs of pupils and visitors with physical difficulties and sensory impairments are taken into account when planning and undertaking future improvements and refurbishments of the site, premises and facilities, such as appropriate access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Any outside contractor being employed by the school will be required to support the Trust's disability awareness procedures.

Provision of information

- To be aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or

requested, whether this be in respect of pupils, the curriculum and learning environment, or for visitors and users of the school premises.

- To ensure no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practice, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates to meet the requirements of the post will be considered.
- To ensure meetings of the individual school's Local Governing Body are accessible to all. The body includes the correct quota of parent representatives and their contact details are published in school documentation. When vacancies arise, the position is open to all eligible parties and a fair election is held.

4. Implementation and review

Financial planning and control

At each school, the Headteacher and Senior Leadership team, together with the Finance Committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

Review of Policy and Plan

- The Policy will be reviewed every three years.
- Each school will review the Plan every two years.
- Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

5. Other associated policies and procedures

There are other policies and procedures that may be useful to check when considering the content of this policy:

- Curriculum Policy
- Dignity at Work Policy
- Health & Safety Policy
- Safeguarding and Child Protection Policy
- Standard Operating Procedures

APPENDIX A

Sutton Courtenay C of E Primary School ACCESSIBILITY PLAN

	Objective	What	How	When	Outcome
1.	Improve access to activities	Ensure all out-of-school activities are planned to allow for the participation of all pupils	Ensure trip approval documentation and risk assessments consider access for all	By next review date	All pupils fully able to participate in extra-curricular activities
2.	Improve access to the curriculum	Ensure the curriculum is adapted to meet individual needs	Variety of measures: (a) Up-to-date pupil profiles to be kept for all pupils on the SEN register and Medical Needs register, and inclusion information available for planning and delivery of quality first teaching within the classroom (b) Use of SENCO to support reintegration of pupils to learning (c) Evaluation of curriculum offer on year-by-year basis for each year group depending on the needs of the cohort (d) Safe spaces for pupils (e) Literacy and Numeracy interventions (f) Giving pupils a voice to discuss difficult topics with parents, peers or teachers/teaching assistants. (g) In-class TA support (h) Schemes of work/individual lesson plans	By next review date	Improved access to all aspects of the curriculum for all pupils

3.	Improve access to the curriculum	Offer programme of staff support/training	<p>(a) Offer training around specific pupils, key strategies to support them and how to meet their needs.</p> <p>(b) Offer training around specific needs and how differentiation within the classroom can ensure pupils make at least expected progress.</p> <p>(c) Coaching observations to include advice on inclusive ways to support need.</p>	By next review date	Greater staff confidence and ability to provide inclusive curriculum offering
4.	Improve provision of information	Improve provision of information in alternate formats	<p>(a) Ensure continued accessibility of school website for visually impaired users</p> <p>(b) Provision of letters and pupil information in alternative languages (e.g. Polish, Spanish) where appropriate</p>	<p>(a) By next review date</p> <p>(b) By next review date</p>	Full access to website information. All pupils receive information on timely basis
5.	Improve physical access	Ensure areas of the school used by the community are accessible by all.	<p>Disabled parking spaces are located as close as is practicable to each school entrance.</p> <p>The number of spaces is increased to meet individual needs, e.g. for pregnant members of staff and for staff/visitors with interim mobility needs</p> <p>Ramps/lifts are available within school buildings</p>	By next review date	Improved accessibility around school sites