Accessibility Plan

Date Accepted by The YES Trust Executive Leadership Team: January 2024

Date Accepted by The Department for Education: January 2024

Reviewed by The Raise Academy Local Support Board (LSB): TBC

Date Reviewed: N/A

Date for Policy review: August 2024

Contents

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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 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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students 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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the academy.

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 pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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 *Established practice and practice under development*	Objectives and Actions *Short, medium and long-term objectives*	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	*Our school offers a differentiated curriculum for all students.* *We use resources tailored to the needs of students who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all students, including those with a disability.* *Targets are set effectively and are appropriate for students with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all students.*	Continue to provide facilities which allow full access to all areas of the environment e.g. ramp, disabled toilets Further develop a curriculum and teaching style which is fully inclusive Empowering staff through further training to be competent and confident in fully inclusive teaching styles	Headteacher	N/A	

	The Raise Academy is fully accessible, to all staff and students, visitors and parents/carers and outside agencies					
Improve and maintain access to the physical environment	*The environment is adapted to the needs of students as required.* *This includes:* • *Ramps* • *Elevators* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Seating plans in classrooms which allow all students to participate fully in lessons*	To maintain level access wherever possible and to continue to offer access to all areas of the building. Ensuring that the light and temperature of the environment is comfortable and suitable for working in for students and staff Respond promptly to the needs of disabled students as and when they arise.	Site Manager/ Headteacher	N/A		
Improve the delivery of information to students with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources*	CPD to ensure that all staff are aware of each student's ability/disability and possible barriers to learning.	SLT	N/A		

	• *Induction loops* • *Pictorial or symbolic representations* *A range of teaching and learning aids are available which enable the students to understand and participate in lessons i.e. interactive white boards, non-white paper and backgrounds, as well as access to 1:1 support in lessons.* *Provision Map platform is implemented to ensure that all staff are aware of each student's ability/disability and possible barriers to learning.*				

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 Local Support and Scrutiny Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

APPENDICES

Appendix 1: Accessibility audit

Feature		Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories		Two		Headteacher	
Corridor access		All classrooms and rooms lead off main corridor on both levels of the building		Headteacher	
Lifts		1 disabled passenger platform lift		Headteacher	
Parking bays		49 car parking bays Minibus drop off bays Car drop off area		Headteacher	
Entrances		One main entrance – secured with key 2 automated vehicle entry gates (Naylor Road)	Security and Safeguarding Policies sent to all staff and inductions carried out on day one	Headteacher	

		2 automated vehicles exit gates (Castle St.) 2 automated pedestrian gates (One on Naylor Road, one located on Castle St.)			
Ramps		N/A – all level access		Headteacher	
Toilets		3x staff (1xKitchen); 6x pupil; 1x visitor Visitor and 1x staff toilet are accessible		Headteacher	
Reception area		Located at main entrance of building allows visitors to be welcomed and safeguarding checks to be completed		Headteacher	
Internal signage		Safety signage appropriately displayed round the school including safeguarding, fire evacuation, first aid, emergency exits, etc.	All signage in place	Headteacher Site manager	

| Emergency escape routes | Fully signed around building | Fire wardens to do refresher courses annually in August/September | Headteacher Site manager | |