ACCESSIBILITY PLAN

The Rivers C of E Academy Trust

Approved by:	Director of Learning Development & Inclusion
Approved on:	28.10.2026
Next review date:	27.10.2027

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 educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Aims

1. We are committed to providing an accessible environment which values and includes all pupils, 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 to developing a culture of awareness, tolerance and inclusion.

2. Unity Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed annually.

4. The Accessibility Plan will contain relevant actions to:

• Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

• Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; The school recognises its duties under section 149 of the Equality Act 2010 (Public Sector Equality Duty) to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

• Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan will be published on the school website.

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.

This plan also reflects requirements for schools as set out in the Special Educational Needs and Disability Regulations 2014 and is informed by the Department for Education’s guidance on statutory policies for schools and academy trusts.

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

Accessibility Plan

Facilities and initiatives already in place	
All areas of the school cam ne accessed to standards that exceed those of Part M of the Building Regulations (Access to use and use of buildings) *Flat, wide part to main school office* *Disabled toilets* *Flat access to playgrounds* *All classrooms have direct access to playgrounds* *Wide doors throughout school for wheelchair access* *Clear routes throughout school for access*	Automatic doors in reception Emergency lighting throughout school Accessible fire exits for all areas of school Securely fobbed areas of school Clear signage externally and internally Disabled parking bays

Improving the Physical Access

Target	Strategy/Action	Outcome
Ensure that pathways are kept clear of vegetation at all times	*Caretaker to monitor and maintain condition of pathways*	*To ensure pathways are safe for all users*
Improve outdoor learning environment to provide opportunities for all children	Collect quotes from at least 3 companies to develop learning environment	To undertake work to allow all children to access a variety of outdoor equipment to meet their individual needs
Develop area for Forest School to enable access for all children	Set up working project with Outdoor Leader & children to provide an area for all children to access Forest School each week	Forest Area is accessible for all children
Ensure all disabled pupils can be safely evacuated.	Ensure relevant staff are aware of their responsibilities in relation to disabled pupils. PEEP completed and shared with relevant staff	All disabled pupils and staff working alongside are safe in the event of a fire

Improving the Curriculum Access

Target	Strategy/Action	Outcome
or all pupils to be able to access the curriculum	*ENDCO/DHT to liaise with support services/outside agencies to ensure provision made for individual needs of pupils Regular updates to staff*	*Staff are aware of needs of each individual within class Needs catered for in clearly differentiated planned learning opportunities Outside agency links are effective and impact on pupil progress/outcomes*
Classrooms are organised to promote participation and independence of all pupils.	*Classroom layouts reviewed to support the learning process of individuals*	*To ensure that lessons start without the need to make adjustments to accommodate needs of individual pupils*
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Individual risk assessments competed if necessary and attached to EVOLVE	All pupils in school able to access all educational visits and take part in a range of activities.
Use ICT software to support learning	Ensure appropriate software installed where needed.	Wider range of SEN resources available for use in classrooms
To ensure pupils with disabilities (including medical) are achieving their potential	Make advice from outside agencies as and when required Liaise with families of pupils with disabilities or that are ill to ensure needs can be met in school and access to the curriculum is possible. Remove barriers to learning whenever possible and know which agencies to contact when support is needed	HT/SENDCO will liaise with families and outside agencies as required Attend training for dealing with pupils with medical needs as required Develop work with school health professionals.

Improving the Delivery of Written Information

Target	Strategy/Action	Outcome
Review information to parents/carers to ensure it is accessible	*Provide information and letters in clear print and in plain English. School office will support and help parents to access information and complete school forms.*	*All parents receive information in a form that they can access*
Make available school brochure, newsletter and other written information for parents in alternative formats	*Ensure information is available in other formats and parents are aware of this.*	*To ensure that school information is available for all, including any necessary adaptations to meet individual needs.*