



Rawlins

Accessibility Plan

Rawlins, as a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom and endurance for both individuals and as a school community.

Approved	October 2023
Next review	September 2026
Approval by	Governors
Review frequency	Three years

Rawlins

Accessibility Plan

Contents

1. Aims
2. Legislations and Guidance
3. Action Plan
4. Monitoring Arrangements
5. Links with other Policies

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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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 and we work closely with the Local Authority and other external services to work towards a site that is accessible for all.

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 disabled pupil faces in comparison with non-disabled pupils. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>In order to increase the access to the curriculum for all pupils we currently:</p> <ul style="list-style-type: none"> • Offer an accessible curriculum for all pupils • Use resources tailored to the needs of pupils who require support to access the curriculum • Use curriculum resources which include examples of people with disabilities • Track curriculum progress for all pupils, including those with a disability • Set effective and appropriate targets for pupils with additional needs • Review the curriculum offer annually to ensure it meets the needs of all pupils • Training staff on methods of producing resources, delivery and assessment which benefit all students, especially those with disabilities 	<p><u>Short Term:</u></p> <p>Ensure a robust quality assurance of the accessibility of the curriculum and assessments for all students</p> <p>Ensure resources are accessible for students</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensuring all staff have the relevant training from specialists inside the school and outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	<p>Curriculum, assessments and interventions continually adapted in response to changing needs of the school and informed by research.</p> <p>Audit of enlarged / digital texts in faculties</p> <p>Learning support team actively involved in quality assurance of the accessibility of the curriculum for individual students.</p> <p>Plan and deliver bespoke training opportunities with internal specialists and outside agencies when the need arises</p>	<p>Curriculum lead to oversee with support from DoL/SENDCo</p> <p>Teaching and Learning lead to oversee with support from DoL/SENDCo</p> <p>Inclusion lead to oversee with support from DoL/SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students making expected or better progress.</p> <p>Assessments used evidence thought about accessibility for all students.</p> <p>Quality assurance procedures ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies. Students benefit from an adapted delivery of curriculum appropriate to needs.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		<p><u>Medium Term</u></p> <p>Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff.</p> <p><u>Long Term</u></p> <p>Practical subject curriculums, including PE and D&T further risk assessed and adapted to suit the needs of all learners. This should include accessibility of equipment and activities/projects</p>	<p>Line management and learning support structure established which ensures CPD follows needs of the students and ensures succession planning for specialist roles like Autism HLTA, ELSA etc.</p> <p>Recommendations from specialist services such as occupational therapists, visual and hearing support teams actioned.</p> <p>Alternative and adapted equipment to be purchased if necessary.</p>	<p>Teaching and Learning lead to oversee with support from DoL/SENDCo</p>	Ongoing	<p>Staff training and qualifications in place to ensure the learning and physical needs of all pupils/students are met.</p> <p>All students feel they can access practical subjects and achieve well.</p> <p>Students optioned are not limited by accessibility concerns.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Disabled parking bays • Disabled toilets and changing facilities 	<p><u>Short Term</u></p> <p>Pupils with specific needs have all the appropriate equipment and furniture recommended by specialist services.</p> <p>Personal evacuation plans and risk assessments for identified vulnerable students.</p> <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. ie Wheelchair users not timetabled in upper floor classrooms with no lift access</p>	<p>Purchase of specialised furniture and equipment to assist access to the school environment as needed</p> <p>Develop PEEPs and risk assessments for specific pupils.</p> <p>LSAs informed of which students they are responsible for in an emergency situation.</p> <p>PEEPs are stored with emergency evacuation register held by SEND lead and brought to the evacuation point.</p> <p>Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their needs.</p>	<p>SENDCo to oversee with advice from specialist services.</p> <p>SENDCo to oversee with support of HLTA, audited by health & safety lead</p> <p>Curriculum lead to oversee supported by curriculum manager and SENDCo</p>	<p>Purchases for new students made by September</p> <p>New student PEEPs/RAs made by October, Existing Students revisited by December.</p> <p>Annually in rooming planning, as and when rooming changes</p>	<p>Students can access lessons straight away.</p> <p>Identified students are aware of their PEEP/RA.</p> <p>Completed PEEPs/RA in place for all identified students.</p> <p>All named staff aware of the PEEPs/RAs for which they are responsible.</p> <p>Pupils can access lessons straight away.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		<u>Medium Term</u> To assess the sites accessibility for improvements to wheelchair access, visually impaired students and those with sensory needs.	Look at wheelchair accessibility to rooms currently inaccessible. Introduce yellow/ fluorescent warning strips on vertical posts, steps and handrails, to support students with VI	Premises to oversee with advice from incoming student needs from SENDCo	September 22	All subjects have wheelchair accessible classrooms Visually impaired students are supported to navigate the site more safely.
		<u>Long Term</u> To ensure that all new and existing buildings and rooms allow independent access for all	New plans to be closely monitored. Ensure total compliance with building and DDA regulations. Increase the number of automated doorways for students who would ordinarily rely on LSA or teacher support to open doors Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.	Premises to oversee with advice from incoming student needs from SENDCo	September 23	All students are able to independently access more areas of school both internally and externally.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Dyslexia friendly resources • Large print resources • Visual Stress adaptations 	<p><u>Short Term</u></p> <p>Investigation and research needed from HI services to ensure students are able to access all school alerts.</p> <p>Investigation and research needed from VI services to ensure students are able to access essential school signage.</p> <p>Investigation and research needed to ensure wheelchair users can access essential school signage.</p>	<p>Request HI services to assist in auditing and then Premises/SENDCo to cost adaptations.</p> <p>Request VI services and pupils to assist in auditing and then Premises/SENDCo to cost adaptations.</p> <p>Audit if essential signage can be seen from a wheelchair and then Premises/SENDCo to cost adaptations</p>	<p>DoL/SENDCo to investigate with support of hearing impairment service</p> <p>DoL/SENDCo to investigate with support of visual impairment service</p> <p>DoL/SENDCo to investigate</p>	<p>April 22</p> <p>April 22</p> <p>April 22</p>	<p>Plan and costing drawn up for SLT/governor consideration.</p> <p>Plan and costing drawn up for SLT/governor consideration.</p> <p>Plan and costing drawn up for SLT/governor consideration.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		<u>Long Term</u> Investigation into induction loops at reception / large venues for HI parents and students. Investigation into flashing alerts for HI students	Investigation options and have costings drawn up for consideration Investigation options and have costings drawn up for consideration	Premises team Premises team	September 23 September 23	Plan and costing drawn up for SLT/governor consideration. Plan and costing drawn up for SLT/governor consideration.

4. Monitoring arrangements

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

5. Links with other policies

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

- Risk assessment guidance
- Health and safety policy
- Equality and Diversity Policy
- SEND Policy
- Supporting pupils with medical conditions policy