



South Downs Learning Trust



RATTON SCHOOL

AN ACADEMY TRUST SCHOOL

ACCESSIBILITY PLAN

DATE APPROVED BY GOVERNORS	OCTOBER 2019
DATE OF NEXT REVIEW	OCTOBER 2022
STATUS	MANDATORY

All our policies support our vision and are based on our core virtues.

Compassion – Respect – Creativity – Teamwork – Effort – Responsibility.

Developing Caring, confident and creative students who achieve excellence.

1. Introduction

The Academy aims to treat all of its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

2. Context

The Accessibility Plan 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 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.

The South Downs Learning Trust and the Academy acknowledge the obligations placed upon the Trust and the Academy to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

The Accessibility Plan complies with our Funding Agreement and Articles of Association.

The Equalities Act and the SEND Code of Practice require the Academy to develop a plan to show how it will develop services to meet the needs of students in the following three areas:

1. To increase the extent to which disabled pupils can participate in the curriculum
2. To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. To improve the availability of accessible information to disabled pupils

3. Objectives

The objectives of this plan are:

- To ensure all disabled students are fully involved in the life of the Academy and are making good progress;
- To identify barriers to participation and find practical solutions to overcoming these;

- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate;
- To increase the confidence, sensitivity and expertise of teachers and associate staff when teaching or supporting disabled students;

The plan will be made available online on the academy websites, and paper copies will be available upon request.

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

The Trust's policy and procedures for dealing with concerns and complaints covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

4. Responsibilities

The Trustees have delegated the responsibility for the Accessibility Plan and its implementation to the Head of School.

The Executive Headteacher will ensure that the effectiveness of the Plan is evaluated annually and reported on to Trustees/Local Governing Committee by the member of staff responsible for Inclusion and SEND.

All staff have a duty to promote equality of opportunity through identifying and removing barriers to learning for disabled students.

All leaders are responsible for improving accessibility within their area(s) of responsibility.

The Board of Trustees is responsible for the approval of this plan.

The Head of School is responsible for ensuring the resourcing, implementation and updating of this plan.

Leaders of Inclusion and SEND are responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

5. Data Protection

In the implementation of this plan, the Academy will receive personal data, some of which will be sensitive personal data. The Academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as set out in the Trust's Data Protection Policy.

6. Monitoring and Review

This Accessibility Plan has the status of a policy of the Board of Trustees and is reviewed every three (3) years but may be reviewed and updated more frequently if necessary. The views of key stakeholders - including disabled students and parents/carers will feed into the review.

7. Links with other policies

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

- Health and safety policy
- Equality Policy & Objectives
- Special Educational Needs and Disability Policy and Local Offer
- Supporting Pupils with Medical Conditions/Complex Needs Policy

Appendix A

Increasing the extent to which disabled pupils can participate in the school curriculum

- The Academy offers a differentiated curriculum for all students. Disabled students are supported to access the curriculum by the Academy's specialist SEND provision, in line with the needs of the individual and in consultation with their parents/carers, colleagues and other support agencies where relevant and appropriate.
- The Academy ensures that colleagues identify, assess and arrange suitable provision for students with special educational needs and disabilities including the provision of any necessary auxiliary aids. We use resources tailored to the needs of students who require support to access the curriculum.
- The Academy provides additional support for students and supports teachers in implementing strategies for improving students' behaviour and access to learning. The Academy works closely with specialist services to enable forward planning for disabled children.
- The Academy actively seeks the views of students and their families, to ensure they are fully considered in all aspects of school life.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all students, including those with a disability, regardless of background or academic starting point. Targets are set effectively and are appropriate for students with additional needs to overcome potential barriers to learning and assessment for individual students and groups. Targets are modified where appropriate to ensure they set an appropriate level of challenge.
- The curriculum is reviewed annually to ensure it meets the needs of all students, including those with learning and physical disabilities, with a focus on incorporating high expectations and developing skills for life-long learning.
- The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.
- The Academy is proactive in seeking feedback and listening to student and parent/carer views and considering them in all aspects of school life.
- Awareness raising programmes for all students about the range of disabilities in the school.
- Regular training opportunities for staff to promote awareness.
- Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.

- Ensure appropriate concession arrangements for students who require additional support for formal tests/examinations.
- Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- Access to clubs, student leadership opportunities and other enrichment activities.
- Use of an Equality Impact Assessment when planning trips and other extra-curricular opportunities.

The Raising Achievement Development Plan sets out the priorities the Academy has identified and progress towards these.

Improving access to the physical environment of the school

The environment is adapted to the needs of students where required and already incorporates many features to ensure accessibility to students with disabilities. These include:

- Ramps;
- Elevators;
- Corridor width;
- Disabled parking bays;
- Disabled toilets and changing facilities.

The Academy carries out an accessibility audit every three years in advance of reviewing this policy.

The Academy will continue to assess requirements for adaptations best made to the buildings in light of the individual needs of students with disabilities at the Academy at the time.

All new projects are assessed and developed mindful of accessibility principles.

Improving the delivery of information to disabled persons

The Academy uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage;
- Large print resources and the use of a dyslexia-friendly font;
- Braille;
- Induction Loops;

- Pictorial or symbolic representations;
- Differentiated resources
- Laptops and other digital technologies, including voice activated software;
- Coloured overlays for texts;
- Tactile resources;
- Readers and/or scribes in exams where appropriate;
- Coloured paper

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 <i>Short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Curriculum resources are audited to ensure they represent the school, local and national communities.</p> <p>Progress towards targets for SEND pupils are monitored and evaluated to ensure they are challenging but achievable.</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>SENCO and Head of Standards adjust targets as appropriate.</p>	<p>Curriculum Leaders</p> <p>SENCO/Head of Standards</p>		<p>Pupils with a Special Educational Need and/or Disability make progress at least in line with all pupils.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES <i>Short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves and other classroom-based resources at wheelchair-accessible height 	<p>Equality Impact Assessments are routinely carried out to ensure that changes to the environment consider the needs of SEND pupils.</p> <p>Art provision is accessible by pupils on the ground floor.</p>	<p>Equality Impact Assessments are provided to staff where changes to the physical environment are planned.</p> <p>A ground floor classroom is converted to become an Art room.</p>	<p>All staff</p> <p>Executive Business Manager / Site Team / Head of Curriculum</p>		<p>The school environment is fully accessible by all pupils</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p>	<p>Internal signage is accessible by all pupils.</p>	<p>Internal signage is provided in braille form.</p>	<p>Executive Business Manager</p>		<p>Pupils with a relevant Special Educational and/or Disability are able to access</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES <i>Short, medium and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Buff and other coloured paper available for pupil resources 	Reprographics Department advertises /provides CPD for staff in developing resources for students with need for large print resources and pictorial or symbolic representations		Reprographics Manager		all areas of the school site and curriculum.