



**Rye Hills
Academy**

Accessibility Policy & Plan 2022-2025

Review Date	Reviewer	Approved by	Date Approved	Implementation
September 2022	Headteacher	Interim Academy Board	September 2022	September 2022
September 2025				

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled pupils to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

Mission Statement

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.

Rye Hills Academy is part of the North East Learning Trust and aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers, and visitors regardless of their age, 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.

The plan will be made available online on the Academy website, and paper copies are 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 Academy supports any available partnerships to develop and implement the plan. The Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the Academy, 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 Local Authority, students, parents/carers, staff, and trustees of the North East Learning Trust and covers the period of September 2019 to September 2020.

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.

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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.

At Rye Hills Academy, we do not discriminate against students in the way we provide education for the pupil (including participation in the Academy's curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

At Rye Hills Academy, we are committed to developing a culture of inclusion, support, and awareness within the Academy.

The Accessibility Plan shows how access is provided for disabled students, staff, and visitors to the Academy, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to: -

- Increase access to the curriculum for students with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that students with a disability are as equally prepared for life (as stated in the duty of the Academy under the Equalities Act 2010).
- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum, such as participation in school clubs, cultural activities, and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist students in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment.
- Provide delivery of written information to students, staff, parents/carers, and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other Trust and Academy policies and documents.

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 (SEND) information report
- Supporting students/pupils with medical conditions policy

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Aims

- Increase access to the curriculum for students with a disability
- Improve access to the physical environment
- Improve the delivery of written information to students

Current good practice:

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible, students. Data is constantly reviewed with parents/carers of students on roll to ensure alterations are accurate and that needs are addressed.

Physical environment:

All students are given the opportunity to participate in a range of in-class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present challenges, for example: lunch and break times for students with social/interaction impairments, after-school clubs for students with physical impairments, school trips for students with medical needs. However, adjustments are made to allow participation where practicable.

Curriculum:

Reasonable adjustments can be made to allow access to the curriculum for students with a disability. This may require, for example but not exclusive to, additional practical aids including access to IT, alterations in delivery and access to assessment aids, such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

Information:

As the majority of information is directed home via students and emails, it may be necessary that different forms of communication are made available to enable all SEND students and their parents/carers to access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned, and reviewed with a range of different formats available for disabled students, parents/carers, and staff.

Access Audit:

Rye Hills Academy comprises of single storey, two storey and three storey buildings of mixed construction dates. The approach, car parking and entrance were designed and constructed in 2015 and include tactile paving, ramps or flat entrances and disabled access doors. In the car park there are three disabled parking bays and across the site there are 7 disabled W.C.s. All disabled toilets are fitted with a handrail and a pull emergency cord.

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The ground floor has numerous ramps for access, but users can only access the whole ground floor via external routes as there are no internal ramps. There is also a lift that provides access to the first floor in the main building. However, the second floor in the main building and the second and third floor in the lower school can only be accessed via stairs.

Throughout the site there is emergency exit signage and disabled W.C. signage. There are three EVAC chairs located at the top of stairways where the first floor can be accessed via the lift. There are PEEPs in place for all staff and students that require them.

Doorways in the new part of the building meet accessibility regulations.

In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

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Action Plan – Equality Objectives September 2022 – August 2025

Aim 1: To increase the extent to which SEND students can participate in the Academy curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To plan and support transition.	Liaise with previous educational establishments (primary or secondary, as appropriate). To identify students who may need additional to or different from provision.	When transition occurs	SENCO Pastoral Team Head teacher	Support plan produced and/or review of EHCP.
	To review all statutory policies to ensure that they reflect inclusive practice and procedures.	To comply with the Equality Act 2010.	September 2023	SENCO Head teacher	All SEND and accessibility policies clearly reflect inclusive practice and procedures.
	To establish close liaison with parents and carers.	To ensure parent and pupil voice is documented in collaboration between the Academy and families.	Ongoing	SENCO Head teacher All staff	Clear, collaborative working approach. Communication through Edukey, attendance to meetings.
	To establish close liaison with external agencies for students with additional needs.	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	SENCO Head teacher All staff External agencies	Clear, collaborative working approach. Detailed support plans/EHCP documentation.

	To ensure full access to the curriculum for all students.	<p>Seek advice from specialist advisory teachers.</p> <p>CPD for any student with additional needs.</p> <p>A differentiated curriculum with alternatives offered if practicable.</p> <p>A range of support staff, including trained learning support.</p> <p>Use of ICT equipment.</p> <p>Access to additional practical aids.</p> <p>Access to alternative assessment arrangements.</p> <p>Access to school counselling if required.</p> <p>Explicit teaching of generalising skills from one context to another.</p>	Ongoing	<p>SENCO</p> <p>Class teachers</p> <p>SLT</p> <p>External agencies</p>	<p>Lesson Observation</p> <p>Context sheets</p> <p>Review information</p> <p>CPD</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p>
MEDIUM TERM	To finely review the attainment of all SEND students.	<p>Scrutiny of assessment data.</p> <p>Regular liaison with parents/carers and students.</p>	Termly	<p>SENCO</p> <p>Class teachers</p>	<p>Progress towards targets</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p> <p>Lesson observation</p>

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					Context sheets
	To promote the involvement of SEND students in classroom discussions/activities when teaching.	Give alternatives to enable SEND students to participate successfully in lessons. Creating positive images of disability within the Academy.	Ongoing	Whole Academy approach	Through pupil, parent, and staff voice, ensure that the needs of all are represented within the Academy.
LONG TERM	To deliver findings to the Governing Body.	Present updates to Governors	As required. Termly report to SEND governor.	SENCO SLT SEND Governor	Governors fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the Academy

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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To improve physical environment of the Academy.	The Academy will take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing	Head teacher SLT A Crosby L Miller	Enabling needs to be met wherever possible.
	To ensure that all students, staff, and visitors with a disability are included.	Create access plans for individual students as required. Evaluation forms.	With immediate effect and to be constantly reviewed.	All staff Head teacher SENCO	Monitor if needs are being met where possible.
	To ensure that the medical needs of all students are met fully within the capability of the Academy.	To conduct parent interviews, liaise with external agencies, identify training needs, and establish individual protocols where required.	With immediate effect and to be constantly reviewed.	SENCO Head teacher School nurse	To ensure that the medical needs of all students are met fully within the capability of the Academy.
	To ensure that pathways, corridors, and aisles are free from obstructions.	Premises Team / SLT to monitor. Instruction to staff.	Immediately	Premises Team SLT All staff	To ensure that all needs are being met. To improve the physical environment.
MEDIUM TERM	To improve external ramp access and remove potential trip hazards.	Redesign and resurfacing rear of the Academy building.	2023	A Crosby L Miller Head teacher	To ensure that all needs are being met. To improve the physical environment.

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	To improve lighting around the Academy.	Lighting replacement scheme to meet current guidelines.	Ongoing	A Crosby Premises Team L Miller Head teacher	To improve the physical environment. To ensure that all needs are being met.
	To consider the need for an induction loop.	Ensure we are meeting regulations regarding induction loops. Ensure we are meeting the needs of all site users.	Ongoing	L Miller A Crosby SENCO	To ensure that all needs are being met.
LONG TERM	To improve accessibility signage i.e. braille / tactile/ audio.	Undertake a full accessibility signage audit to identify where improvements are required.	Ongoing	L Miller A Crosby SENCO Head teacher	To ensure that all needs are being met.

Aim 3: To improve the delivery of information to SEND students and parents/carers.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
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SHORT TERM	To ensure access to information by parents/carers and staff.	Communicate with parents/carers in a format that is appropriate for them. Regular communication with parents/carers, including via Edukey.	Support plans reviewed 3 times per year.	SENCO Learning Support Assistants Teachers Parents/carers	Monitor and review if format is appropriate.
	To enable improved access to written information for students.	Providing in class support, such as, appropriate font size, overlays, IT support etc. including books in the library. Auditing signage around the Academy to ensure that it is accessible.	Ongoing	Class teachers SENCO Site Manager	Monitor and review.
MEDIUM TERM	To review children's records ensuring the Academy is aware of any disabilities.	Ensuring that information is correct and up to date.	Support plans reviewed 3 times per year. Updates provided when required.	Class teachers SENCO Learning Support Assistants External agencies Support staff	Each teacher/staff member aware of the needs of students.

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