Accessibility Policy & Plan

REAch2 accessibility plan

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

Integrity
We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour

Responsibility
We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements

Inclusion
We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style

Enjoyment
Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved

Inspiration
Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full

Learning
Children and adults will flourish in their learning and through learning discover a future that is worth pursuing

Leadership
REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

POLICY OVERVIEW

Overarching principles
- We are fully committed to REAch2 schools being as inclusive as possible, so that every child can reach their full potential.
- This applies to all settings in our schools – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.
- Accessibility plans for REAch2 schools should cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on the issues and circumstances for each school.
- We also aspire to our schools being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities.

Intended impact
To help ensure that every REAch2 pupil has the best possible access to their schools' facilities and resources.

Roles & responsibilities:

- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion.
- REAch2 schools will: develop, maintain and keep under review a relevant and appropriate accessibility plan.
- REAch2 central staff will: provide support to the school as necessary, particularly via the estates, education and safeguarding leads within the regional team.
- REAch2 local governors will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation.

How this relates to national guidance & requirements

Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of Schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:

- increasing your disabled pupils' ability to participate in your school's curriculum
- improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer
- improving the availability of accessible information to your disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here – see our separate Equalities Duty Framework document.

Any key definitions

Person with a disability – defined by section 6 of the Equality Act 2010 as if he or she has "a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

IMPLEMENTATION

It is for the Headteacher to develop and approve the accessibility plan, working with senior leaders, relevant members of staff (such as the site manager or inclusion officer) and local governors.

REAch2 central staff can provide support and expertise, including the Regional Maintenance Surveyor (in relation to the physical environment) and the Deputy Director of Education or Associate School Leaders (in relation to curriculum and resources).

National guidance is that the accessibility plan can be a standalone document or part of another document such as the Strategic Development Plan.

REAch2 schools should keep their progress against the plan under regular review (at least annual), drawing on the scrutiny and challenge of local governors. The objectives themselves should be reviewed every three years, or sooner if there have been changes in the circumstances of the school that affect accessibility in any of the three given dimensions (physical, curriculum, information).

The plan must be published on the school's website and available in hard copy on request.

The Action Plan will be reviewed by the Local Governing Body at least once per year.

Accessibility Plan 2022-2024

Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Improving the Curriculum Access at Riverside Academy					
Training for teachers on differentiating the curriculum.	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Headteacher	Annually	Increase in access to the curriculum.
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents/carers. Discuss perception of issues with staff to determine the current status of academy.	Whole school community aware of issues relating to Access.	SLT	Throughout year	Community will benefit by a more inclusive school and social environment.
Improving the Physical Environment at Riverside Academy					
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual students.	All staff	Throughout year	Increase in access to the academy curriculum.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of students.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	All staff	Throughout year	Increase in access to all school activities for all disabled students.

Improving the Pupil Requirements at Riverside Academy					
Audit of student needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	All staff	Annually	Increase in access to all school activities for all disabled students.
Improving the Written Information at Riverside Academy					
Availability of written material in alternative formats when specifically requested.	The academy will make itself aware of the services available for converting written information into alternative formats.	The academy will be able to provide written information in different formats when requested for individual purposes	Office/SLT/ SENDCO	Ongoing	Delivery of information to disabled pupils improved.
Make available academy brochures, academy newsletters and other information for parents in alternative formats when specifically requested.	Review all current academy publications and promote the availability in different formats when specifically requested	All academy information available for all who request it.	Office/SLT/ SENDCO	July 2023 Ongoing	Delivery of academy information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customised materials.	All academy information available for all who request it.	Office/SLT ICT/Graphic Consultant	July 2023	Delivery of academy information to pupils & parents with visual difficulties improved.