



ASPIRATIONS

Accessibility plan



Rivers Academy West London
an Aspirations Academy

Version control			
May 2021	Revised and amended template		
Date of next review:	May 2024	Owner:	Trust Safeguarding Lead
Type of policy:	Outline template	Approval level:	Executive Operational Board

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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. We are an inclusive school and aim to ensure that appropriate and reasonable adjustments are made to the curriculum and the physical environment to ensure that all pupils are able to thrive within our academy.

The Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be made available online on the school website, and paper copies are available upon request.

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 will work with the Aspirations Regional Facilities Manager and the Local Authority SEND department to support this.

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.

We have included a range of stakeholders in the development of this accessibility plan, including the facilities Central Team, pupils, parents, staff of the school.

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>We aim for students to become independent learners, to support this we:</p> <ul style="list-style-type: none"> • Run interventions in place of class support for KS3, helping students develop the skills they need to access the curriculum independently. Interventions include: Literacy, Numeracy, Autism Spectrum Disorder Support, Speech and Language, and Pastoral Interventions (run by the Pastoral team). • For KS3 pupils that have difficulty accessing the National Curriculum, we work with the Pastoral Department to timetable suitable interventions that help them develop the skills they need to join their peers on a full National Curriculum timetable at GCSE • We offer a differentiated curriculum for all pupils through quality first teaching, supported by continuous teacher training and refresher courses, not only on how to teach for specific special 	<p>Short-term:</p> <ul style="list-style-type: none"> • Ensure all teachers know their new SEND pupils and how to differentiate for them. • Ensure Scheme of Work within departments incorporate differentiation strategies that will enable students with disabilities to access their learning <p>Medium term:</p> <p>Collect views of pupils with disabilities, as well as their parents or guardians - ensure they feel fully included in the school community.</p> <ul style="list-style-type: none"> • Educate students on different disabilities, the difficulties people with different disabilities have, and any strengths people with disabilities or a special educational need may have. 	<p>Short-term:</p> <ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities • Teachers to be given SEN information with tailored checklist for each class they teach • Each Scheme of Work is individually checked to ensure it meets basic standards for differentiation (differentiated tasks / scaffolding, pastel background and dyslexic friendly font, tasks or information broken down into steps) <p>Medium term:</p> <p>Survey parent and student feelings about SEND at start and end of year, monitor how well they feel included in the school community</p> <p>Deliver Form Time activities and assemblies on Special Educational</p>	SENDCo, Heads of Department, Teachers	7/10/23	<p>Examples of people with disabilities found in Schemes of Work for each subject. Teachers' folders include SEND information by class, student profiles, and seating charts coded for Special Educational Needs. SOW include basic standards for differentiation (differentiated tasks / scaffolding, pastel background and dyslexic-friendly font, tasks or information broken down into steps)</p> <p>Survey shows that parents and students feel more included than they did initially.</p> <p>Survey shows parents, guardians and students feel more</p>

	<p>educational needs, but also how to support individual students.</p> <ul style="list-style-type: none"> • Curriculum progress is tracked for all pupils, including those with a disability, students with special educational needs or disabilities have their progress tracked and compared to the progress of their peers. We continually aim to narrow the gap between students with Special Educational Needs or disabilities, and those without. • Teachers are held accountable for the progress of students with special educational needs or disabilities. Our lesson observation forms have been updated to include 'Differentiation' as a requirement, and teachers are monitored to ensure they know the needs of their students and how to support them. • Heads of Department are supported by the SEND Department to review Schemes of Work to ensure they meet the needs of students. • Student interviews ensure that pupil views are considered, and students with disabilities are given autonomy over what differentiation strategies are put in place for them, and what information students are given about their special educational need, or disability • Tranquillity Room allows students with disabilities and Special 	<p>Long term:</p> <ul style="list-style-type: none"> • Ensure students with special educational needs or disabilities make the same progress as their peers. 	<p>Needs and disabilities to raise awareness and promote SEND.</p> <ul style="list-style-type: none"> • Make students aware of successful people that have special educational needs or disabilities. <p>Long-term:</p> <ul style="list-style-type: none"> • Support students through clubs, quality first teaching, and intervention or KS4 class support. 			<p>included in the school community.</p> <p>Examples observed in Schemes of Work.</p> <p>Progress 8 score of students with SEN equal to that of peers</p>
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	Educational needs to rest and recuperate at break-time and lunch time.					
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 • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height • Adjustable height desks 	Ensure equipment is maintained so it can be used at any time.	Regular, termly checks of listed accessibility equipment and relevant repairs when necessary.	Premises Team manager	Termly	Equipment is available to use at any time
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication to ensure pupils and carers are able to understand information. This is achieved through:</p> <ul style="list-style-type: none"> • Large print resources and presentations for a student who is partially sighted • Support for parents who struggle with reading and letter writing • Signs with directions to support students who struggle to navigate the school site • Vocabulary / key-word lists supported by visual cues 	<p>Short term: Parents and guardians become more aware of the SEND team and clubs in place to support students.</p> <p>Medium term: Students are given strategies for recording information so that they are prepared to record information given to them at school.</p>	<p>SEND team Letter to be given to parents and guardians of students with SEND.</p> <p>Organisation clubs for students with dyslexia, ADD, or any other special educational need / disability which may impact organisational skills.</p>	SENDCo	On going	<p>Letter has been sent to parents, parents able to sign students up based on need.</p> <p>Students attend clubs and teachers note that they are using strategies provided in class.</p>

4. Monitoring arrangements

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

It will be approved by the Executive Operational Board.

5. 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
- Supporting pupils with medical conditions policy