

## Accessibility Policy

<b>Policy Number</b>	EDE/POL/010	<b>Issue Date</b>	01/09/2025
		<b>Next Review Date</b>	01/09/2028
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### 1. Introduction

The Equality Act 2010 (updated 2012) mandates that all schools and local authorities develop and implement plans to improve accessibility for disabled pupils.

Since September 2002, schools—including independent schools—and local authorities must formulate accessibility strategies and plans to ensure inclusive environments.

The Ryes College is committed to providing a fully accessible environment that values and includes all pupils, staff, parents/carers, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.

We are dedicated to challenging attitudes towards disability and accessibility and fostering a culture of awareness, tolerance, and inclusion.

The Ryes College maintains individual accessibility plans (appendix A), reviewed and updated every three years, tailored to the needs of our pupils.

### 2. Aim and Scope

This policy aims to create and maintain an inclusive educational environment for the entire school community, promoting ongoing awareness, tolerance, and inclusion.

### 3. Definitions and Abbreviations

The Disability Discrimination Act (2005) defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.

This includes sensory impairments (such as sight or hearing loss) and mental illnesses that are clinically recognised (for example, medically diagnosed Attention Deficit Hyperactivity Disorder).

Not all disabled pupils have Special Educational Needs (SEN), and not all pupils with SEN have disabilities under this legislation. Many pupils may have an Education, Health and Care Plan (EHCP) or an Individual Development Plan (IDP in Wales).

### 4. Policy Content

#### 4.1 Improving Access to the Physical Environment

We commit to enhancing the physical environment of The Ryes College, including visual, acoustic, and physical aspects, to meet the needs of disabled pupils. Reasonable adjustments may include sensory adaptations, assistive technologies, and differentiated communication methods.

All new buildings comply with Building Regulations and the Education (School Premises) Regulations (2012) to ensure physical accessibility.

#### **4.2 Increasing Access to the Curriculum**

Access to the curriculum encompasses teaching and learning as well as extracurricular activities such as after-school clubs, leisure, sports, cultural events, and school visits.

We tailor accessibility planning to pupils with EHCPs and complex needs to ensure full participation.

#### **4.3 Improving Delivery of Written Information**

We ensure that written materials provided to pupils are available in formats suitable to their abilities and needs, delivered within reasonable timescales.

Local authorities and schools review and revise accessibility strategies and plans regularly, prioritising resources for effective implementation.

### **5. Responsibilities**

The Headteacher, teaching staff, agency staff, and all personnel working within or supporting The Ryes College share responsibility for implementing this policy.

### **6. Training Requirements**

The Headteacher ensures that all staff receive induction training on this policy and ongoing professional development related to accessibility and inclusion.

### **7. Equality Impact**

All staff and stakeholders must comply with this policy and demonstrate sensitivity and competence regarding diversity in race, faith, age, gender, disability, and sexual orientation.

If any individual or group believes they are disadvantaged by this policy, they should contact their line manager. The Ryes College and Keys Group will respond proactively to such concerns.

## Appendices – Procedures and Localisation of Policy

### Appendix A – Accessibility Plan Template

Objective	Actions/Strategies	Responsible Person(s)	Timescale	Success Criteria
<b>Improve physical accessibility</b>	Conduct accessibility audit; implement adaptations (ramps, signage, lighting)	Head Teacher and Estates Team	Annually	All areas accessible to disabled pupils
<b>Enhance curriculum access</b>	Provide assistive technology; adapt teaching materials; staff training on inclusive practises	SENCO, Teaching Staff	Ongoing	Increased pupil engagement and progress
<b>Improve delivery of written information</b>	Provide materials in accessible formats (large print, braille, digital); staff training on communication	SENCO, Admin Team	Ongoing	Pupils receive information in preferred formats
<b>Review and update accessibility strategies</b>	Annual review of accessibility plan and progress	Head Teacher, Governors	Annually	Updated plan reflecting current needs

## **Appendix B – Reasonable Adjustments Checklist**

- Sensory adaptations (e.g., noise-cancelling headphones, tinted overlays)
- Assistive technology (e.g., speech-to-text software, adapted keyboards)
- Differentiated communication (e.g., simplified language, visual supports)
- Physical environment adjustments (e.g., ramps, handrails, accessible toilets)
- Flexible curriculum delivery (e.g., alternative assessments, adapted timetables)
- Staff awareness and training on individual needs
- Accessible formats for written materials (large print, braille, audio)
- Support from specialist services (e.g., occupational therapy, speech therapy)

### Appendix C – Accessibility Audit Tool

Area Reviewed	Accessibility Strengths	Areas for Improvement	Actions Required	Responsible Person	Review Date
Entrances and exits	All principle classroom doors, staff room entrances and exits are at ground level.	Doors to disability toilets need to be renewed – given that they are not opening or closing soundly.  Ramp need to be provided to reception door on staff carpark	Install new doors  Install new ramp	MMO  Headteacher & Estates	Summer 2025  Summer 2025
School carpark	Pupils are supported in an organised fashion by Senior Leaders and staff to enter and exit the school in an appropriate fashion.	Car park is worn, some small flooding areas. Park bays not marked. Directional flow needs improvement  Staff car park needs to be improved at gate and entry points	New level Car Park to be laid with appropriate drainage. Car parking bays to marked out. Pedestrian footpath to be marked. Directional flow arrows with entry and exit signs to be painted  Level surfaces provided Submit plan	Headteacher & Estates  Headteacher & Estates	Summer 2025  Ongoing

Area Reviewed	Accessibility Strengths	Areas for Improvement	Actions Required	Responsible Person	Review Date
<b>Corridors and pathways</b>	Pathways have been newly laid Summer 2024.  One corridor by stairs now has open access through increasing visibility.	Pathway around the back of the field needs tidying	Cut away overgrowing plants allowing pupil access	Headteacher & MMO	January 2026
<b>Classrooms</b>	Three new classrooms installed Summer 2024.	Science room preparation and washing facilities need update	Create new sink and drying area facility in the classroom	Headteacher & MMO	Autumn 2025
<b>Enhanced Curriculum Access</b>	Pupils have specialist teachers in all core subjects. Some pupils benefit from nurture teachers and rooms as part of their bespoke arrangements.	Meeting pupil need in the classroom and adaptive teaching  Improve systems for pupils/staff who have disabilities	Develop and deliver ongoing teacher training  Provision of laptops/learning aids and software to improve learning	Headteacher, Curriculum Lead and SENCo  Curriculum Lead and SENCo	Ongoing  Autumn 2025 and Ongoing
<b>Outdoor Play and Learning facilities</b>	Installation of approved trim trail with rubberised landing surfaces installed Autumn 2024	Field wears badly because of the heavy use by pupils.	Submit plan and gain approval for MUGA.  Integrate an approved MUGA for games lessons on site	Headteacher & Estates	Autumn 2024  Ongoing – Easter 2026

Area Reviewed	Accessibility Strengths	Areas for Improvement	Actions Required	Responsible Person	Review Date
			Develop therapeutic play areas		Ongoing
<b>Toilets and changing facilities</b>	Toilets and changing facilities meet ISS.	Access to children's toilets is in a restricted view area.	Remove corridor door – allowing direct view of toilets from stairs	MMO	Summer 2025
		Doors to disability toilets need to be renewed – given that they are not opening or closing soundly.	Install new entry door, toilet and show doors	MMO	Summer 2025
<b>Signage</b>	Door signage is in place above doors	When classrooms change location – not all children recognise change.	Inform pupils and parents of forthcoming changes  Change room signage as and when classrooms change	Headteacher and MMO	Summer 2025
<b>Lighting and acoustics</b>	Classrooms and office spaces have appropriate levels of light.	Some lighting in some classrooms is very strong.	Arrange for classes to be provided with fairy lights/led lights	Headteacher and MMO	Autumn 2025
			Cover square lights with low stimulus colours.	Headteacher and MMO	

Area Reviewed	Accessibility Strengths	Areas for Improvement	Actions Required	Responsible Person	Review Date
<b>Emergency procedures</b>	Every class has emergency evacuation plan	<b>Some signage wears or is pulled off.</b>	Review and update regularly.	Headteacher and MMO	Autumn 2025 – ongoing
			Weekly checks for wear and tear.  Ensure business continuity plan is checked regularly and shared with staff.	Headteacher and MMO	Autumn 2025 - ongoing

## **Appendix D – Communication Support Protocol**

- Identify pupil's preferred communication methods and formats on admission.
- Provide written materials in accessible formats (large print, braille, audio, digital).
- Use visual supports and symbols where appropriate.
- Ensure staff are trained in communication needs and strategies.
- Review communication support regularly with pupils and families.
- Liaise with external specialists for communication aids and advice.

## Appendix E – Equality Impact Assessment Template

(To be completed onsite)

Policy/Practice/Change Assessed	Date of Assessment	Assessor(s)
Protected Characteristic	Potential Impact (Positive/Negative/None)	Mitigation or Enhancement Actions
Age		
Disability		
Gender		
Race/Ethnicity		
Religion or Belief		
Sexual Orientation		
Pregnancy and Maternity		
Marriage and Civil Partnership		

**Summary and Recommendations:**

**Assessor Signature: \_ Date:**