



<b>Document Title</b>	<b>MLT Accessibility Plan</b>
<b>Author/Owner (Name and Title)</b>	Principal at Ravenfield Primary Academy
<b>Version Number</b>	V2
<b>Date Approved</b>	26-03-26
<b>Approved By</b>	Academy Education Committee

<b>Policy Category</b> (Please Indicate)	1	Trust/Academies to use without amendment
	2	Academy specific appendices
	<b>3</b>	<b>Academy personalisation required (in highlighted fields)</b>

### Summary of Changes from Previous Version

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note/Summary of Revisions</b>
V1	12.03.23	LRA	Complete re-write.
V2	12.03.26	Principal	Full review and update

## CONTENTS

1. AIMS .....	3
2. LEGISLATION AND GUIDANCE .....	4
3. ACTION PLAN .....	5
4. MONITORING ARRANGEMENTS .....	11
5. LINKS WITH OTHER POLICIES .....	11

## 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 students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

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

At Ravenfield Academy our vision is to deliver exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

We are committed to ensuring all young people and adults are fully invested in learning through the inspirational teaching of an inspiring, knowledge rich curriculum which secures excellent outcomes and positive progression routes for all (no one left behind).

We believe that providing the right support for your child is fundamental in enabling them to make the progress required to leave school with first-rate qualifications and become independent, successful young people regardless of their SEND need. Accessibility is not solely the responsibility of the SENDCo; it is a whole-school leadership priority supported by senior leaders, governors and the Trust.

We aim to ensure all children are able to access the curriculum and fulfil their potential. We undertake the steps outlined in this Action Plan to ensure:

- All students have access to the school curriculum and school activities
- Students are supported to achieve their full potential despite any difficulty or disability they may have
- Staff are aware of students' individual needs and teach in a way that is appropriate for them
- Opportunities are provided for students to develop confidence, self-esteem and resilience
- We work in partnership with parents/carers, students and external agencies
- Provision is made for children with Special Educational Needs and Disabilities to fully develop their abilities, interests and talents
- Special Educational Needs are identified at the earliest opportunity to ensure early intervention and support
- All children with Special Educational Needs and Disabilities are fully included in all aspects of school life
- Appropriate staff regularly review policies and practice in order to achieve the best outcomes for all our students.

This Accessibility Plan will be made available online on the Academy website, and paper copies are available upon request.

Our 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. This includes taking guidance from [Rotherham MBC's Schools accessibility strategy and their vision](#);

'For our children and young people with SEN and Disabilities is the same as for all our children and young people; that they be safe, happy, healthy, confident and successful, contributing to a thriving, inclusive community that is welcoming to all'.

Our Academy complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in the Academy, 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 school staff, students, parents/carers and governors.

## 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<ol style="list-style-type: none"> <li>1. Continuous monitoring of provision through drop-ins, observations, book scrutiny and evaluation by SLT, subject leaders and the SENDCo, supplemented by external reviews.</li> <li>2. Class teachers and phase leaders address identified areas for improvement through focused action plans, supported by the SENDCo and external specialists (e.g., LSS, SALT).</li> <li>3. SLT, SENDCo and subject leaders regularly monitor the implementation and impact of actions, with annual updates shared with staff.</li> <li>4. The SENDCo reviews the needs of pupils with SEND termly and works with teachers to create SMART IEP targets tailored to individual needs.</li> <li>5. Pupils with EHCPs receive formal annual reviews to ensure provision remains appropriate, effective and responsive to need.</li> <li>6. The SENDCo delivers and organises termly staff training to ensure staff can meet emerging pupil needs.</li> <li>7. The curriculum is reviewed regularly to ensure it is accessible to all pupils, with subject progression documents enabling teachers to track understanding and address gaps early.</li> <li>8. The school is committed to ensuring all children can exercise their right to an education.</li> <li>9. Individual care plans are in place for pupils with medical needs, with specialist advice sought to ensure plans reflect best practice and safeguard pupils and staff.</li> <li>10. Specialist training is provided through partnerships with external agencies (e.g., hospital services, epilepsy teams, moving and handling, Hearing Impaired Service, VI Service).</li> <li>11. Reasonable adjustments are made to curriculum provision to ensure pupils with SEND, disabilities or complex medical needs can access learning (e.g., ICT support, adapted teaching spaces).</li> <li>12. Where a child's needs cannot be met in school temporarily, the SENDCo and class teacher liaise with external agencies (e.g., hospital schools) to maintain continuity of learning and social connection.</li> <li>13. Where long-term needs cannot be met within the academy, the school works with families and agencies</li> </ol>	<p><b>Short term (1-Year)</b></p> <ul style="list-style-type: none"> <li>▪ Ensure all staff can articulate how their curriculum is inclusive.</li> <li>▪ Audit curriculum accessibility across all subjects and key stages.</li> <li>▪ Ensure all staff are trained in adaptive teaching and reasonable adjustments.</li> <li>▪ Improve identification and tracking of pupils with disabilities (not just SEND).</li> <li>▪ Conduct regular book scrutiny to identify areas of need and monitor progression session to session.</li> <li>▪ Ensure the SENDCo attends SLT meetings regularly to inform strategic decision making.</li> <li>▪ Use staff meetings to update colleagues on expectations, needs and good practice.</li> <li>▪ Ensure pupils receive timely, focused interventions aligned to identified needs.</li> <li>▪ Embed and monitor the graduated response across all phases.</li> <li>▪ Ensure all staff receive essential external agency training (e.g., epilepsy, EpiPen, moving and handling).</li> <li>▪ Maintain regular review and evaluation cycles to ensure all children can access education.</li> </ul>	<p>SENDCo (with the support of external agencies as needed e.g., SaLT) will work with class teachers to maximise the accessibility of all areas for pupils with SEND and disabilities, maximising the extent to which disabled children can access their subject curriculum. (E.g., <i>do the curriculum and resources include examples of people with disabilities?</i>)</p> <p>Core subject areas to create effective timely action plans for development.</p> <p>SENDCo to review progression and ensure that aspirations are high and achievable</p> <p>SENDCo to review provision map, ensuring that the needs of all learners are met and produces a focused PPLD plan for individuals and groups to address key focus areas.</p> <p>IEPs are reviewed regularly with teaching staff and the implementation of these monitored by the SENDCo.</p> <p>Special Educational Needs Disability Co-</p>	<p>SLT</p> <p>SENDCO</p> <p>Subject Leaders</p> <p>Class Teachers</p>	<p>Many actions will be ongoing.</p> <p>Key actions – including: Review of IEPs will be actioned termly.</p>	<p>Subject leaders have secure knowledge of pupil progress for all groups of children within their subject with relevant timely focused interventions support.</p> <p>Progress reviews show ongoing support and progression of pupils.</p> <p>The vast majority of children with additional needs access school regularly.</p> <p>Children who are unable to attend school due to a SEND/disability/medical reason can still access learning.</p> <p>Progression of children is apparent following interventions.</p> <p>Staff PLD is targeted, and support is in place for identified classrooms and children.</p> <p>All children within the Academy have the opportunity to access all visits/ extra-curricular activities.</p>

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>to secure an appropriate placement while ensuring continued access to education.</p> <p>14. Pupil Progress Meeting (PPM) data is analysed by SLT to ensure regular monitoring of pupil progress.</p> <p>15. Findings from PPMs are shared with the SENDCo to inform the graduated response.</p> <p>16. INSET is provided to associate professionals to support key areas of need.</p> <p>17. Staff meetings include training on meeting additional needs and implementing the graduated response effectively.</p> <p>18. SEND pupils have individual risk assessments for educational visits, ensuring:</p> <ol style="list-style-type: none"> <li>Clear awareness of needs, including those in Health Care Plans.</li> <li>Visit leaders are briefed by the staff member responsible for meeting the child's needs.</li> <li>Risk assessments are produced collaboratively with staff who know the child best.</li> </ol> <p>19. Reasonable adjustments are made for staff, children and parents where needed, including liaison with external agencies for specialist support.</p>	<p><b>Medium term (2-year)</b></p> <ul style="list-style-type: none"> <li>▪ Increase participation of pupils with disabilities in trips, enrichment and leadership opportunities.</li> <li>▪ Strengthen subject leaders' understanding of SEND needs and ensure they set timely, measurable targets.</li> <li>▪ Address disparities in achievement for pupils with SEND through targeted actions and monitoring.</li> <li>▪ Ensure the majority of pupils' needs are met through high quality first teaching.</li> <li>▪ Work with external agencies to develop staff skills and ensure generic plans are in place for pupils with specific needs.</li> </ul> <p><b>Long term (3-years)</b></p> <ul style="list-style-type: none"> <li>▪ Sustain inclusive teaching practices across all academies within the Trust.</li> <li>▪ Achieve consistently strong outcomes for pupils with disabilities in line with peers.</li> <li>▪ Ensure all pupils receive equitable access to the curriculum and that attainment for the most vulnerable is maximised.</li> <li>▪ Monitor the extent to which all children's needs are met within the academy and review strategic plans accordingly.</li> <li>▪ Ensure annual AP (associate professional) training is embedded as part of the school's CPD cycle.</li> </ul>	<p>ordinator works closely with the SLT QA provision, to ensure that IEPs are in all class files and strategies are being used in lessons</p> <p>Case-by-case evaluations to be undertaken of whether needs are met within school</p> <p>Plans to address barriers are regularly reviewed especially in light of changing needs as and when needed.</p> <p>Whole school/targeted SEND monitoring is used to monitor effectiveness of provisions.</p> <p>Training packages for individuals/whole staff is adjusted to meet changing needs</p> <p>Monitor that graduated response meets the needs of individual children.</p> <p>Ensure that PPMs encourage high aspirations for SEN children. With an Inclusion team member present.</p> <p>Ensure that Agreed actions from PPMs are carried out through follow up discussions and monitoring</p> <p>Continually review children, accessing visits to ensure necessary staff training etc is in place for</p>			

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		<ul style="list-style-type: none"> <li>▪ Maintain long term oversight of inclusion to ensure the academy continues to meet the needs of all learners effectively</li> </ul>	<p>them to access trips and visits.</p> <p>Develop network of support so that the parents of children with disabilities are confident of the academy's ability to meet the needs of children on trips and visits.</p>			

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve and maintain access to the physical environment</b></p>	<ol style="list-style-type: none"> <li>1. Principal regularly monitors the academy to ensure awareness of any arising barriers and subsequently addresses needs – training and professional expert support and advice used when needed.</li> <li>2. Where physical environment cannot be satisfactorily be adapted groups will be relocated to facilitate fair access.</li> <li>3. Audit and advice from specialists acted upon (e.g., Use of special paper Incorporation of appropriate colour scheme, font, placement in classroom, audio support, additional resources for support)</li> <li>4. Classrooms are optimally organised to promote the participation and independence</li> <li>5. of all pupils/ staff.</li> <li>6. Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.</li> </ol>	<p><b>Short-Term Targets (1-year)</b></p> <ul style="list-style-type: none"> <li>• Ensure the physical environment is accessible for all site users and visitors.</li> <li>• Liaise with key professionals so staff understand the needs of pupils with HI/VI.</li> <li>• Liaise with key professionals to ensure children can safely and confidently access the physical environment.</li> </ul> <p><b>Medium-Term Targets (2-years)</b></p> <ul style="list-style-type: none"> <li>• Implement reasonable adjustments to the location of teaching groups where full physical accessibility cannot be achieved.</li> </ul> <p><b>Long-Term Targets (3-years)</b></p> <ul style="list-style-type: none"> <li>• Continually review and improve the physical environment to maximise accessibility for all users over time (including footpaths)</li> </ul>	<p>Termly review of the physical environment to ensure that spaces are accessible and have not been closed down by arrangements of furniture etc.</p> <p>On identification of need, a risk assessment will be made using best possible advice and guidance as what reasonable, practicable steps should be taken to facilitate access.</p> <p>Continue to act on individual basis the needs of the children.</p> <p>Continue to act on individual basis the needs of the children in consultation with external agencies.</p>	<p>SLT</p> <p>Site Supervisor</p> <p>SENDCO</p> <p>Class Teachers</p>	<p>Termly/Ongoing</p>	<p>All users and visitors have equal access to the physical environment.</p> <p>Needs of individuals met therefore additional need is not hindering progression.</p> <p>Needs of individuals met therefore additional need is not hindering progression.</p>

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Improve the delivery of information to pupils with a disability</b></p>	<ol style="list-style-type: none"> <li>1. All widths etc conform to agreed standards.</li> <li>2. Parking on site is permitted to parents with children with additional needs.</li> <li>3. All entrances wide enough.</li> <li>4. Ramp in place at the bottom end of school (near to the car park entrance). An alternative route is available too.</li> <li>5. Disabled toilet accessible to all but is a distance from some classrooms.</li> <li>6. Internal signage is not confusing or disorientating for children with visual impairment or autism.</li> </ol>	<p><b>Short-Term Targets (1-year)</b></p> <ul style="list-style-type: none"> <li>• Ensure the physical environment is accessible for all site users and visitors.</li> <li>• Liaise with key professionals so staff understand the needs of pupils with hearing or visual impairments (HI/VI).</li> <li>• Work with external professionals to ensure all children can safely and confidently navigate the physical environment.</li> <li>• Evaluate classroom and building access promptly if a child requiring specific facilities is admitted.</li> </ul> <p><b>Medium-Term Targets (2-years)</b></p> <ul style="list-style-type: none"> <li>• Implement reasonable adjustments to the location of teaching groups or activities where full physical accessibility cannot be achieved.</li> <li>• Improve directional and informational signage across the site, including consideration of braille signage in key areas.</li> <li>• Strengthen systems for identifying environmental barriers and responding with timely adaptations.</li> </ul> <p><b>Long-Term Targets (3-years)</b></p> <ul style="list-style-type: none"> <li>• Maintain and enhance the physical</li> </ul>	<p>Maintenance of the lift should be yearly.</p> <p>Evaluate classroom access if a child who needs to use the facility is admitted.</p> <p>Improve directional and informational signage inside the buildings and consider the need for braille signage at key areas of the building.</p>	<p>Principal</p> <p>Site Supervisor</p>	<p>Termly and yearly reviews</p>	<p>Children have equal access to all buildings.</p> <p>Toilets fully accessible and convenient for all.</p> <p>All doorways conform to current requirements.</p> <p>Academy signage to be accessible to all persons.</p> <p>Consider alternative exit routes and ensure these are documented in individual emergency evacuation plans.</p>

		<p>environment to maximise accessibility for all users over time.</p> <ul style="list-style-type: none"><li>• Ensure lift maintenance and accessibility reviews are embedded into annual cycles.</li><li>• Sustain strong partnerships with specialist agencies to ensure the school remains responsive to evolving accessibility needs.</li><li>• Ensure alternative exit routes are identified, documented and incorporated into individual emergency evacuation plans.</li></ul>				
--	--	---	--	--	--	--

## 4. MONITORING ARRANGEMENTS

This document will be reviewed in full every three years and monitored annually through a RAG-rating of in section 3. It will be reviewed by the SENDCo and the Principal, with oversight from the Trust.

Final approval will be provided by the Chief Executive Officer and the Academy Education Committee.

## 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
- SEND Policy
- Supporting Students with Medical Conditions Policy
- Behaviour and Attendance Policy
- Estates Management Plan
- Health & Safety and Fire Evacuation Procedures
- Equality Objectives Statement
- ICT Acceptable Use and Digital Strategy
- Admissions Policy