

# Accessibility Plan

## 2026



This policy will be reviewed on a 3 yearly cycle

Person responsible for the Policy:	HT and SENDCO
Approved by/ date:	January 2026
Next review:	January 2029



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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

Revoe Learning Academy 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 a nurturing school where every child is treated fairly and with respect, regardless of any difficulties that they may encounter.

It is our aim that every possible adjustment is made to ensure that access is universal for all.

We strive to provide a broad and balanced curriculum that is accessible for all and which ensures that each child makes good progress.

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.

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 work closely with our Governing Committee, outside agencies and the Inclusion team from Blackpool Council to ensure that every pupil has the correct provision and can access their curriculum.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the Governing Committee of our 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.

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### **3. Action plan**

This action plan sets out the aims of RLA's accessibility plan in accordance with the Equality Act 2010.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as required under Schedule 10 of the Equality Act 2010. The purpose of this plan is to increase the extent to which disabled pupils can participate in the curriculum and to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

The key duties placed on schools are: -

- Not to treat disabled students less favourably for a reason related to their disability
  - To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
  - Plan to increase access for disabled students
  - To improve the availability of accessible information to disabled
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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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated, adapted 3-tiered curriculum for all pupils, which is reviewed to ensure it meets the needs of all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> </ul>	Increase confidence of all staff in differentiating and adapting the curriculum to meet individual need	<p>Training needs to reflect need in school both academic and medical. Use of the advice and resources offered from the Graduated Approach that is on the Blackpool SEND Offer website, as well as SVT.</p> <p>Specific training delivered to appropriate staff</p>	<p>SENDCO DHT</p> <p>SENDCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff feel confident to support the learning needs of pupils with a range of different learning difficulties.</p> <p>Staff feel adequately trained and resourced</p> <p>A broad and balanced curriculum is in place</p>

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To increase staff confidence in planning and delivering a differentiated, adapted curriculum	Regular, targeted and strategic CPD and training provided to support effective T&L. Instructional coaching and leader support provides further advice and best practice. SLs also provide guidance and support. External use of expertise is utilized often: SVT; SALT; advisory teacher; EP, teacher of the Deaf etc	To improve adaptations of the curriculum so it is accessible for all	CPD training focus on SEND and adaptive teaching strategies	Deputy Headteacher SENDCO Class Teachers	On going	Staff will have greater understanding of different needs and their impact on learning.  Lessons will be differentiated effectively and children will make good progress from their starting points
Enable children to fully accessed the curriculum by removing barriers through effective use of technology	Chromebooks are readily available to support learning and remove barriers.  Reader Pens are used to support learners and access to the curriculum	To remove barriers to learning through the use of a wide range of technology.	Research modern, best practice; Use knowledge from SVT special schools.  Identification of needs and research informed technology to assist	SENDCO IT coordinator Class Teachers	Audit by Summer 26 and strategic plan in place	Children making good progress across areas of the curriculum. Positive achievement

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Improving the visits out of school	Visits are carefully planned with consideration for children with additional needs including mobility	To ensure that educational visits are accessible for all	<p>Pre – visit preparation to include visit to site to ascertain potential difficulties</p> <p>Careful completion of EVOLVE with new information from visit</p> <p>Securing the use of wheelchairs and mobility aids where appropriate</p> <p>Factoring in comfort breaks and eating areas during the planning stage</p>	Member of staff who is EVC- DHT	Ongoing	Trips are inclusive and accessible for all.

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Improve and maintain access to the physical environment	To ensure access for all we have the following <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor wide enough for wheelchair access</li> <li>• Disabled toilets and changing facilities</li> </ul>	To ensure the RLA site is 'fit for purpose' and support and supports a variety of needs	The academy will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements and refurbishments of the site and premises.	SENDCO SLT Site Supervisor	Ongoing	Enable needs to be met where possible. School is aware of accessibility barriers to its physical environment and will make a plan to address them as part of ongoing capital improvements.

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Awareness of staff of the needs of each pupil including access, mobility and intimate care needs	<p>Individual Health plans available, through SENDCO, Class Teacher, the school office and dining hall.</p> <p>Intimate care plans are kept in the classroom with the child.</p> <p>Training is ongoing to ensure the smooth transition when a child needs long term intimate care</p> <p>Showers are available for children when required.</p>	<p>Continue to create access plans for individual pupils as part of the IEP process.</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Training for new staff and teachers who are teaching children with a disability for the first time.</p>	<p>Individual Health plans to be shared with class teacher, school office, PE/ICT / PPA staff and dining room</p> <p>Access needs discussed/ considered during recruitment and when meetings/ events are arranged.</p> <p>Prompt arrangement of relevant training organized prior to the start date</p>	<p>SENDCO</p> <p>SLT and Business Lead</p> <p>SENDCO / SLT</p>	<p>As required</p> <p>Assess during the recruitment process</p> <p>During induction</p>	<p>The medical and health needs of all pupils and staff are met.</p> <p>The access of everyone in RLA is not compromised.</p> <p>Staff members have the skills and confidence to support pupils with medical and health needs.</p>

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• The use of Makaton and PECS in the Learning Gardens</li> </ul>	To ensure that a range of communication methods are used to ensure that every pupil is able to access their curriculum.	<p>Use of different resources that are pertinent to the needs of every pupil.</p> <p>Guidance from SALT and the Inclusion team re VI/HI</p> <p>Appropriate training re PECS and Makaton</p>	SENDCO	Ongoing and as required in relation to HI/VI	Information is shared with everyone in the medium that they can access.
Improve communication so that every parent has access to school information	<p>Interpreter employed by school</p> <p>Information is shared on social media as well as in paper letters</p>	To ensure all parents have access to school policies and news	<p>Explore the use of audio messages and policy readings.</p> <p>On request, provide written information in an alternative format</p>	SLT	Ongoing	Every parent and carer has access to school information

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Ensuring that every learning environment supports pupils with HI/ VI	<p>Regular monitoring by the Inclusion team for VI/ HI pupils with recommendations acted upon.</p> <p>Use of buff paper, overlays to support learning where appropriate.</p> <p>Font type Calibri used through school. Larger font available where necessary.</p> <p>Use of radio microphones for children with HI</p> <p>Supply of hearing aid batteries kept in school</p> <p>Use of visual resources to support understanding</p>	<p>To ensure that the VI/ HI needs of every pupil is supported.</p> <p>Visual resources to support learning and understanding used consistently throughout school from nursery to Y6.</p>	<p>Involvement with the HI/ VI service promptly upon admission</p> <p>Use of widget symbols for consistency throughout school</p> <p>Ensure leaders actively monitor environments and implement best-practice strategies and resources</p>	<p>SENDCO</p> <p>SENDCO/ staff/ Business Lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>The needs of every child with HI/VI met.</p> <p>Widget symbols used throughout school to support learning and understanding.</p>

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Ensuring the safe evacuation of all pupils in the event of an emergency	<p>Routes for each class and learning area embedded in school practice</p> <p>Regular fire alarm testing each week</p> <p>Regular fire evacuation practices to be held to ensure smooth and timely evacuation</p>	<p>To ensure that every member of the school community can evacuate safely</p> <p>To review the system to ensure all staff are aware of their responsibilities in relation to disabled pupils</p>	<p>Reasonable adjustments to be made when appropriate.</p> <p>Re-allocation of fire wardens</p> <p>Training for newly appointed fire wardens</p>	<p>Business Lead/ SLT</p> <p>Business Lead/ SLT</p>	<p>As required</p> <p>staff who employed as fire wardens leave.</p>	<p>The safe evacuation of all members of the school community following a fire alarm.</p> <p>An effective fire evacuation procedure in place</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 reviewed by SENDCO

It will be approved by Headteacher and SENDCO

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- 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