



Rye College Policy

Policy Title:	Accessibility Policy and Plan
Leadership Responsibility:	Head of College
Review Body:	Executive Headteacher
Date:	March 2021
Review:	March 2023

Context

The Accessibility Plan represents Rye College's (the Academy) current approach to meeting the requirements of The Special Educational Needs and Disability Act 2001 and The Equality Act 2010 (the Act), which requires educational establishments to take measures to meet the reasonable needs of potential building users in anticipation of these needs.

The Aquinas Church of England Education Trust (the Trust) and the Academy acknowledge the requirements of the Act whereby schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership. Furthermore, the Public Sector Equality Duty (PSED) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. The Academy uses the broad definition of 'disability' being a person who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out day to day activities. This also includes any pupil whose condition is currently stabilised by medication or a physical support (except for those wearing glasses). The Academy seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation in order to support all learners to have access to the education provision that meets their needs.

Legal Framework

This policy has due regard to legislation and national guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2020
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Admissions Code 2014
- DfE (2014) 'The Equality Act 2010 and schools'



- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Policies relating to the Accessibility Plan

This plan is one of a series in the Trust's integrated inclusion portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Allegation of abuse against staff
- Complaints
- Data Protection
- Document Management and Retention
- Equality and Equality Objectives and Information
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone Worker
- Positive Handling
- Safeguarding
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Administration of Medicines and Children with Medical Conditions
- Admission Arrangements
- Anti-bullying
- Attendance
- Appropriate physical contact including restraint
- Behaviour
- Child Looked After
- Child Protection
- Complaints
- Curriculum
- First Aid
- Health and safety procedures
- Missing children
- Personal and intimate care
- Photography of children and young people
- Special Educational Needs and Disability

Aims

The Academy's accessibility plan forms part of this policy and the Trust's commitment to diversity and inclusivity. It sets out how the Academy will improve equality of opportunity for those with disabilities and medical needs and it demonstrates how access will be improved. The plan should be read in conjunction with the Trust and Academy's special educational needs and disability policy.



The statutory framework creates three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability;
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage including potential adjustments that may be needed in the future;
- To plan to increase access to education for disabled pupils.

The Academy complies with these duties in the three areas by:

- Increasing the extent to which pupils with disabilities and medical needs can participate in the curriculum;
- Improving and maintaining the physical environment of the Academy to enable pupils with disabilities and medical needs to take advantage of the facilities and education on offer and associated services;
- Improving the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

Responsibilities

The Trustees have delegated the responsibility for the accessibility plan and its implementation to the Headteacher (references to Headteacher shall also include Executive Headteacher where relevant) of the Academy).

The Headteacher will ensure:

- Implementation of this policy;
- An accessibility plan is created with the intention of improving the Academy's accessibility to students with disability or medical needs;
- All colleagues are aware of students' disability or medical conditions where necessary;
- There are processes in place to ascertain students' disabilities on entry to the school;
- The SENDCo contributes to this policy and the accessibility plan to support students with SEND;
- The teacher designated to support students who are unable to attend school due to their medical needs is consulted on this policy and the accessibility plan;
- Colleagues have appropriate training on this policy and the Act;
- The effectiveness of the plan is evaluated annually which will be reported to Trustees as part of the report provided to the Education Scrutiny Committee by the member of staff responsible for Inclusion and SEND.

All colleagues have a duty to:

- Promote equality of opportunity;
- Eliminate discrimination;
- Eliminate harassment of persons related to any impairments;
- Promote positive attitudes towards those people with disabilities;
- Encourage participation by people with disabilities in public life;
- Take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people;



- Act in accordance with this policy.

Action Plan

The Academy provides a learning community where students are supported and challenged to achieve their full potential. It aims to ensure that every student succeeds by providing an inclusive education within a culture of high expectations, and by giving them confidence they can succeed. Every student, parent, colleague and visitor, is made welcome irrespective of ethnicity or disability.

The Academy complies with the aims of the accessibility plan by seeking to:

Equal Opportunities

- Ensure that all existing and potential students are given the same opportunities;
- Increase the extent to which disabled students and those with medical needs can participate in the curriculum by enabling relevant adaptations of the curriculum, the learning environment and the resources;
- Ensure that there is safe access for all users of the Academy irrespective of their disability and medical needs;
- Utilise the physical environment to develop the extent to which disabled pupils can take advantage of education and associated services;
- Provide equality of access to the building and use of facilities to all students, colleagues, and visitors;
- Carry out an audit of existing provision;
- Ensure that colleagues are aware of any students who are at a substantial disadvantage and take the appropriate steps to ensure the student is supported effectively;
- Ensure, wherever possible, teaching staff adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need;
- Identify areas where disabilities are not fully provided for;
- Ensure that all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities;
- Implement staff training to meet identified needs;
- Cost/plan for changes to the physical environment to meet identified needs;
- Enable continued development of student understanding of disability;
- Further develop strategies aimed at anticipating/preparing students with disabilities for their future place in society.

Admissions

- Act in accordance with the Admissions Code and the Academy's admission arrangements and not discriminate against applicants with an EHC plan or with special educational needs or disabilities;
- Facilitate the smooth transition of students with disabilities and/or medical needs by obtaining information in advance to facilitate planning and the necessary adjustments;
- Ensure that information about the Academy is accessible to all prospective students and parents regardless of their disability.



Curriculum

- Provide a healthy environment that enables full curriculum access and values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs.
- Ensure that no student is excluded from any aspect of the school curriculum due to their disabilities, impairments or medical needs.
- Provide a differentiated curriculum to enable all students to feel secure and make progress. Teachers and SENDCo and the designated teachers for students who are unable to attend school due to their medical needs will work together to co-ordinate a student's provision with advice sought from outside agencies where appropriate, to allow all students to reach their full potential. Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis.
- Adapt physical education lessons, wherever possible, to allow students with disabilities and medical conditions to participate in lessons.
- Ensure, in discussion with the student and their parents, that all adjustments possible, in line with common sense and practical application, will be made for any disability, impairment or medical need.
- Ensure that there are established procedures for the identification and support of students with SEND in place at the school. Detailed information on students with SEND are given to relevant colleagues in order to aid teaching, e.g. 'pupil passports'. Specialist resources are available for students with impairments, such as large print reading books for those with visual impairments.

The specific steps taken by the Academy to comply with the action plan are detailed at Appendix A and future plans are detailed at Appendix B.

Data Protection

In the implementation of this plan, the Academy will receive personal data, some of which will be sensitive personal data. The Academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the [Trust/ academy] has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Reviewing

This policy will be reviewed biennially.

February 2019 BBL

May 2020 BBL

March 2021 BBL



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Appendix A

Increasing the extent to which disabled pupils can participate in the school curriculum

1. The Academy offers a differentiated curriculum for all students. Disabled students have access to the extended school day, each opportunity/activity is assessed and access enabled wherever possible in consultation with colleagues, parents and families and students.
2. The Academy ensures that colleagues identify, assess and arrange suitable provision for students with special educational needs and disabilities including the provision of any necessary auxiliary aids. We use resources tailored to the needs of students who require support to access the curriculum.
3. The Academy provides additional support for students and supports teachers in implementing strategies for improving students' behaviour and access to learning. The Academy works closely with specialist services to enable forward planning for disabled children, including:
 - a. East Sussex Children's Disability Services;
 - b. Kent Community Health NHS Foundation Trust.
4. Curriculum resources include examples of people with disabilities.
5. Curriculum progress is tracked for all students, including those with a disability, regardless of background or academic starting point. Targets are set effectively and are appropriate for students with additional needs to overcome potential barriers to learning and assessment for individual students and groups.
6. The curriculum is reviewed annually to ensure it meets the needs of all students, including those with learning and physical disabilities, with a focus on incorporating high expectations and developing skills for life-long learning.
7. The Academy will continue to prioritise increasing curriculum access for all students by:
 - a. Developing colleagues' skills and expertise through training and collaboration;
 - b. Developing effective differentiation to ensure tasks are matched to the individual child's needs and maximises their access to the whole of school life;
 - c. Continuing to explore and use technology to enhance learning and prepare all students for future study and work.
8. To support these priorities, the Academy will:
 - a. Continue to track and monitor progress of individuals and groups of students with disabilities to ensure students make comparable progress in relation to age and prior attainment when individual needs are taken into consideration;
 - b. Use this information to inform the deployment of support colleagues and resources;
 - c. Use this information to support initiatives to meet the needs of every child and prepare children for the wider community;
 - d. Ensure appropriate concessions arrangements for students who require additional support for formal tests.

Improving access to the physical environment of the school

1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the



environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the school.

2. The environment is adapted to the needs of students where required:
 - a. Ramps;
 - b. Elevators;
 - c. Corridor width;
 - d. Disabled parking bays;
 - e. Disabled toilets and changing facilities.
3. Consideration of future improvements to the physical environment will include:
 - a. A continuing programme of internal redecoration;
 - b. Assessing requirements for adaptations best made to the buildings in light of the individual needs of students with disabilities at the Academy at the time.
4. All new projects are assessed and developed mindful of accessibility principles.

Improving the delivery of information to disabled persons

The Academy uses a range of communication methods to ensure information is accessible. This includes:

- a. Internal signage;
- b. Large print resources and the use of a dyslexia-friendly font;
- c. Braille;
- d. Induction Loops;
- e. Pictorial or symbolic representations.



Appendix B – Future Plans

The steps which will be taken to improve accessibility to the curriculum, physical environment and to information in the short term (within the year), medium term (1-2 years) and long term (2+ years)].

Planning duty 1: Curriculum

	Issue	What will be done	By Who	When	Expected Outcome	Review
Short term	Curriculum in PE needs adapting for physical disability	Audit curriculum	MCh MTo	September 2021	Physically disabled students can access 'normal' PE curriculum	
Medium term	Staff not fully upskilled re SEND	Rolling programme of training with focus on practical application	MTo	Training to commence September 2021	Increase confidence for staff dealing with complex needs	
Long term	Very low ability struggle to access GCSE	Investigate alternatives e.g. functional skills/early literacy intervention	MTo	September 2022	All students (SEND) leave with relevant qualifications in English and maths	



Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Access to Sports hall	Ramp to be purchased to allow access	MTo	July 2021	All students with physical disability able to access Sports hall	
	Clear definition of steps and signage for visually impaired	Purchase appropriate signage and install throughout buildings	MTo	October 2021	Visually impaired able to navigate school	
Medium term	Glare on screens stops them being able to be seen	Audit blinds and lights	Business Manager/Site Team MTo	December 2021	All students able to access screens	
Long term	Lifts in school need overhauling	Lifts are no longer goods lifts	Business Manager/Site Team	September 2024	Students with physical disability able to use lifts safely	



Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Lack of parental response to SEND reviews	Trial follow-up phone calls to families who are not engaging. Investigating using Teams.	MTo	July 2021	Increased parental engagement	
Medium term	Increase parental and student engagement in SEND reviews	Build on trial above – e.g. Teams meetings	MTo	December 2021	Increased parental engagement	
Long term	Website accessibility for ESL parents and visually impaired	Audit website	MTo ABi	July 2022	Parents able to find information quickly and easily	