



Accessibility Plan

Approved by Governors: October 2024

Review Period: **2 years**

Review by: October 2026

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Equality and GDPR

Statement of principle - Equality

We will take all possible steps to ensure that this policy does not discriminate, either directly or indirectly against any individual or group of individuals. When compiling, monitoring and reviewing the policy we will consider the likely impact on the promotion of all aspects of equality as described in the Equality Act 2010.

Statement of principle - GDPR

TREA recognises the serious issues that can occur as a consequence in failing to protect an individual adult's or child's personal and sensitive data. These include emotional distress, physical safety, child protection, loss of assets, fraud and other criminal acts.

TREA is therefore committed to the protection of all personal and sensitive data for which it holds responsibility as the Data Controller and the handling of such data in line with the data protection principles and the Data Protection Act (DPA)/GDPR.

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

The Rural Enterprise 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. The Rural Enterprise Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

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.

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.

Action plan

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

DES/AP Aims:

- To increase the involvement of those with disabilities in deciding action that impacts upon them.
- To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information.
- To evaluate and report to parents on the success of the action plan in meeting its targets.

Aim	Current Good Practice	Actions to be taken	Success Criteria	Lead Person	Timescale	Monitoring
Improving the physical access	We have an accessible lift available in the Attenborough building	Paint the edges of the stairs with yellow paint or highlight with a metal strip to improve visibility	All Stakeholders will have safe and equal access to the school or physical environment to which they have access. Any issues arising will be addressed as quickly as possible.	SENCO SLT Office Manager Site Team	Ongoing	
	We have ramps in place in the Sanders building	Installing power assisted doors to each building				
	All areas of the school have wide corridors	Maintain the accessible lift				
	Both building have accessible toilets	Maintain accessible toilets				
	We have two disabled parking bays	Consideration given to signage with words and symbols in corridors.				
	The hearing impairment regularly support pupils in	Consideration given to the layout of furniture and equipment.				

	<p>school and will complete training with staff</p> <p>Door signs are written in braille</p> <p>We have rails on our stairs and around the entrance to the building</p>	<p>Inclusive evacuation procedure</p> <p>Signage to include hearing / sight adaptations</p>				
<p>Improving the curriculum access</p>	<p>Our school promotes equality through positive role models</p> <p>Our school has a curriculum that meets the needs of all pupils</p> <p>Learning Support Mentors provide appropriate support to enable pupils with needs to access learning and make progress</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p>	<p>Continue to provide training for teachers on adapting the curriculum.</p> <p>Continue to assess students for examination dispensation and arrangements made accordingly.</p> <p>School will develop resilience in students through promoting strategies to maintain mental health including anxiety, depression, exam stress and body image including adapting the PSHE curriculum in response to needs from data analysis</p> <p>Early identification of mental health needs by screening</p>	<p>Pupils with a disability make equal progress to their non-disabled peers.</p> <p>Feedback from all stakeholders is positive and demonstrates that access is equal.</p>	<p>SENCO</p> <p>SLT</p> <p>Curriculum leaders</p> <p>Form tutors</p> <p>Subject teachers</p> <p>Support Staff</p>	<p>Ongoing</p>	

	<p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>Pupil Passports are written to support the classroom</p> <p>All staff regularly receive training on SEND needs and adaptive teaching</p> <p>Use of technology to support the curriculum</p> <p>Risk assessments are carried out, shared and followed as needed</p>	<p>pupils and analysis of risk factors.</p> <p>Review targets at EHCP annual reviews and regularly through the year in APDR documents.</p> <p>SEND provision is part of subject reviews.</p>				
<p>Improving the delivery of written Information to all stakeholders</p>	<p>Our school uses a variety of communication methods to ensure information is accessible.</p>	<p>Availability of written material in alternative formats including school brochures and other information for parents.</p> <p>The readability of all written documents is considered at the draft stage.</p> <p>Raise awareness of adults working at and for the school</p>	<p>All stakeholders will have equal access to Information and communication</p>	<p>SENCO SLT Office Manager</p>	<p>Ongoing</p>	

		<p>on the importance of good communication systems.</p> <p>Audit of the needs of parents/carers with disabilities.</p> <p>Data to be collected via Y6 interviews as part of the wider data collection process prior to admission. Data to be collected from all mid-term admission families.</p> <p>All out-of-school activities completed in an inclusive manner with access for all students.</p> <p>Training for governors, staff, students and parents/carers for awareness on disability issues.</p>				
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Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be approved by the governing board.

Links with other policies

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

- SEND Policy
- Safeguarding Policy
- Health and safety policy
- Equality information and objectives (public sector equality duty)
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy