Accessibility Plan

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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.

Accessibility Plan Action Plan - The Rural Enterprise Academy (2026-2028)

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

The Rural Enterprise Academy is committed to:

Aim 1: Increase the extent to which disabled pupils can participate in the curriculum

We will ensure all pupils, including those with disabilities, can access a broad, balanced and ambitious curriculum by removing barriers to learning, providing appropriate support and resources, and setting high expectations for all.

Aim 2: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

We will ensure the physical environment supports the needs of all pupils, staff, parents and visitors with disabilities by maintaining and improving access to all areas, ensuring specialist rooms are accessible, and creating an inclusive sensory environment.

Aim 3: Improve the availability of accessible information to disabled pupils and their families

We will ensure information is provided in accessible formats by offering alternative formats on request, meeting website accessibility standards, and raising awareness of disability issues across our school community.

AREA 1: IMPROVING PHYSICAL ACCESS

Action	Current Good Practice	Specific Steps	Success Criteria	Lead Person	Timescale	Cost Implications	RAG Rating	Progress Notes
Improve visibility and safety on staircases	We have rails on our stairs and around the entrance to the building	1. Audit all staircases for visibility (November 2026) 2. Install yellow paint/metal strips on	All staircases clearly marked and safe for pupils with visual impairments	Site Team Office Manager	Nov 2026 - Jul 2027	£500-£1,000		

		priority staircases (February 2027) 3. Complete all staircases (July 2027)	Zero accidents related to stair visibility Positive feedback from pupils and staff					
Maintain accessible facilities	We have an accessible lift in Attenborough building Both buildings have accessible toilets We have two disabled parking bays	1. Quarterly lift maintenance checks 2. Weekly accessible toilet checks 3. Annual parking bay line repainting 4. Log all maintenance issues and resolve within 48 hours	100% uptime for lift (excluding scheduled maintenance) Accessible toilets always clean and well-stocked Parking bays clearly marked and available	Site Team Office Manager	Ongoing - quarterly/weekly/annual	£1,500 annually (lift maintenance) Staff time for other checks		
Improve signage	Door signs are accessible	1. Audit all signage for accessibility (January 2027) 2. Develop signage standards (words, symbols, braille, colour contrast) (February 2027) 3. Install new signage in priority areas (April 2027) 4. Complete all areas (July 2027)	All areas clearly signposted with accessible signage Pupils with visual/hearing impairments can navigate independently Signage meets accessibility standards	Office Manager Site Team SENCO	Jan 2027 - Jul 2027	£2,000-£3,000		

		5. Include hearing/sight adaptations (e.g., visual fire alarms)						
Review and update emergency evacuation procedures	We have rails and accessible routes	1. Review all Personal Emergency Evacuation Plans (PEEPs) for current pupils with disabilities (October 2026) 2. Create PEEPs for new pupils as needed (ongoing) 3. Train all staff on PEEPs and evacuation procedures (November 2026) 4. Conduct evacuation drill including PEEP procedures (December 2026) 5. Annual review of all PEEPs (October each year)	All pupils with disabilities have up-to-date PEEPs 100% staff trained on evacuation procedures Successful evacuation drills All pupils evacuated safely within required timeframes	SENCO SLT Site Team	Oct 2026 initial review, then ongoing	Staff time		
Audit specialist teaching spaces	All areas have wide corridors	1. Audit science labs for accessibility (January 2027) 2. Audit DT workshop for accessibility (January 2027)	All specialist spaces accessible to pupils with disabilities Reasonable adjustments in place for practical subjects	SENCO Curriculum Leaders Site Team	Jan 2027 - Jul 2027	£1,000-£3,000 (depending on findings)		

		3. Audit art room for accessibility (January 2027) 4. Audit PE facilities and changing rooms for accessibility (February 2027) 5. Implement priority improvements (April 2027) 6. Complete all improvements (July 2027)	No pupils excluded from subjects due to physical barriers					
Improve sensory environment	Hearing impairment service regularly supports pupils and provides staff training	1. Conduct sensory environment audit (lighting, acoustics, quiet spaces) (February 2027) 2. Identify pupils with sensory needs (ongoing) 3. Create quiet/sensory spaces (April 2027) 4. Install acoustic panels in noisy areas as needed (July 2027) 5. Review lighting levels and install adjustable lighting where needed (July 2027)	Designated quiet spaces available Reduced sensory overload for pupils with autism/sensory needs Positive feedback from pupils with sensory needs	SENCO Site Team SLT	Feb 2027 - Jul 2027	£2,000-£5,000		

Audit outdoor and social spaces	We have accessible routes	1. Audit playground and outdoor areas for accessibility (March 2027) 2. Audit dining areas for accessibility (March 2027) 3. Ensure accessible seating and equipment available (May 2027) 4. Create accessible outdoor learning spaces (July 2027)	All pupils can access outdoor areas and social spaces Inclusive break and lunch times Accessible outdoor learning opportunities	Site Team SENCO SLT	Mar 2027 - Jul 2027	£1,000-£2,000		

AREA 2: IMPROVING CURRICULUM ACCESS

Action	Current Good Practice	Specific Steps	Success Criteria	Lead Person	Timescale	Cost Implications	RAG Rating	Progress Notes
Deliver comprehensive SEND training programme	All staff regularly receive training on SEND needs and adaptive teaching	1. All teaching staff complete autism awareness training (December 2026) 2. Subject leaders attend differentiation training (February 2027) 3. Termly SEND briefings for all staff on specific needs (ongoing)	100% staff trained in autism awareness 100% subject leaders trained in differentiation Staff confidence in supporting SEND increased (measured by survey)	SENCO SLT	Dec 2026 onwards, ongoing	£1,500-£2,000 annually		

		4. New staff complete SEND induction within first half term (ongoing) 5. Annual refresher training for all staff (September each year)	Improved outcomes for pupils with SEND					
Ensure access arrangements for examinations	We assess students for examination dispensation and make arrangements accordingly	1. Year 10 pupils screened for access arrangements (November 2026) 2. Year 11 access arrangements reviewed and updated (October 2026) 3. Applications submitted to exam board (February 2027) 4. All pupils and staff informed of arrangements (March 2027) 5. Trial access arrangements in mock exams (ongoing)	100% of eligible pupils have access arrangements in place Applications submitted on time Pupils confident using access arrangements Improved exam outcomes for pupils with SEND	SENCO Exams Officer	Oct 2026 - Mar 2027, then ongoing	Staff time		
Expand and maintain assistive technology	We use technology to support the curriculum	1. Audit current assistive technology provision (December 2026) 2. Survey pupils and staff on technology needs (January 2027) 3. Identify gaps and secure funding (March 2027) 4. Purchase additional technology (e.g., text-to-	All pupils who need assistive technology have access to it Staff confident in supporting technology use Pupils using technology independently	SENCO IT Support SLT	Dec 2026 - Jul 2027, then ongoing	£3,000-£5,000 initially, then £1,000-£2,000 annually		

		speech software, laptops, reading pens) (April 2027) 5. Train staff on using assistive technology (May 2027) 6. Train pupils on using assistive technology (ongoing) 7. Annual review and update (July each year)	Improved written work and engagement for pupils with literacy difficulties					
Ensure curriculum resources are accessible	We use resources tailored to the needs of pupils who require support to access the curriculum	1. Audit curriculum resources by subject for accessibility (rolling programme 2026-27) 2. Ensure large print, audio versions, simplified texts available as needed (ongoing) 3. All PowerPoints follow accessibility guidelines (readable fonts, colour contrast, alt text) (from November 2026) 4. Create bank of accessible resources by subject (July 2027) 5. Annual review of resources (July each year)	Accessible resources available in all subjects All teaching materials meet accessibility standards Pupils with SEND can access curriculum content independently Positive feedback from pupils and parents	Curriculum Leaders SENCO Subject Teachers	Nov 2026 - Jul 2027, then ongoing	£1,000-£2,000 annually		

Review and adapt assessment methods	Targets are set effectively and are appropriate for pupils with additional needs	1. Review assessment methods across subjects (March 2027) 2. Identify where alternative assessment options needed (April 2027) 3. Implement alternative assessments (e.g., oral presentations, practical demonstrations) (from May 2027) 4. Monitor impact on pupil outcomes (ongoing) 5. Annual review of assessment approaches (July each year)	Assessment methods don't disadvantage pupils with disabilities Pupils can demonstrate knowledge in accessible ways Improved assessment outcomes for pupils with SEND Positive feedback from pupils	Curriculum Leaders SENCO SLT	Mar 2027 onwards	Staff time		
Ensure inclusive extra-curricular provision	Risk assessments are carried out, shared and followed as needed	1. Audit all extra-curricular activities for accessibility (January 2027) 2. Ensure reasonable adjustments in place for all clubs (ongoing) 3. Promote clubs to pupils with SEND (ongoing) 4. Monitor participation of pupils with disabilities termly	Pupils with disabilities participate in extra-curricular activities at same rate as peers All clubs are accessible All trips include pupils with disabilities Positive feedback from pupils and parents	SLT Club Leaders Educational Visits Coordinator SENCO	Jan 2027 onwards, ongoing	Staff time		

		5. Create new inclusive clubs if gaps identified (from April 2027) 6. Review all trips and visits for accessibility before booking (ongoing)						
Support mental health and wellbeing	School develops resilience through promoting strategies to maintain mental health	1. Review PSHE curriculum for mental health content (November 2026) 2. Adapt PSHE curriculum based on pupil needs data (January 2027) 3. Screen pupils for mental health needs (ongoing) 4. Analyse risk factors and provide early intervention (ongoing) 5. Train staff in mental health awareness (March 2027) 6. Establish referral pathways to external support (ongoing)	PSHE curriculum addresses anxiety, depression, exam stress, body image Early identification of mental health needs Pupils receive timely support Reduced mental health-related absence Positive pupil wellbeing surveys	SENCO PSHE Lead Pastoral Team SLT	Nov 2026 onwards, ongoing	£500-£1,000 for training		
Embed SEND in subject monitoring	Our school has a curriculum that meets the needs of all pupils	1. Include SEND provision in all subject reviews (ongoing) 2. Subject leaders monitor provision for pupils with SEND in their area (ongoing)	SEND provision quality assured across all subjects Subject leaders accountable for SEND outcomes	Curriculum Leaders SENCO SLT	Ongoing	Staff time		

		3. SEND data analysed at each assessment point (ongoing) 4. Subject leaders report on SEND provision to SLT termly 5. SENCO attends subject leader meetings (ongoing)	Gaps in provision identified and addressed quickly Pupils with SEND make progress in line with peers					
Support transition for pupils with SEND	We use resources tailored to needs	1. Year 6 transition: Identify all accessibility needs during transition process (June each year) 2. Additional transition visits for pupils with SEND (July each year) 3. Share information with primary schools (May-June each year) 4. Year 11 transition: Support post-16 transition including college visits (September-July) 5. Attend Year 9 and Year 11 EHCP annual reviews (ongoing) 6. Liaise with post-16 providers (ongoing)	Smooth transitions for pupils with SEND All needs identified early Appropriate support in place from day 1 Successful post-16 destinations Positive feedback from pupils, parents and receiving institutions	SENCO Year 7 & 11 Pastoral Leads Careers Lead	Ongoing - annual cycle	Staff time		

AREA 3: IMPROVING DELIVERY OF INFORMATION

Action	Current Good Practice	Specific Steps	Success Criteria	Lead Person	Timescale	Cost Implications	RAG Rating	Progress Notes
Ensure written information is accessible	Our school uses a variety of communication methods to ensure information is accessible	1. Audit all parent-facing documents for readability (December 2026) 2. Establish process for providing alternative formats (large print, audio, easy read, translation) (January 2027) 3. Add statement to all communications: "Available in alternative formats on request" (November 2026) 4. Train office staff on creating accessible documents (February 2027) 5. Maintain list of parents requiring alternative formats (ongoing)	All documents available in alternative formats on request Clear process for requesting formats Office staff confident creating accessible documents 100% of requests met within 5 working days Zero complaints about inaccessible information	Office Manager SENCO	Nov 2026 - Feb 2027, then ongoing	Staff time		
Ensure website accessibility	Our school uses a variety of communication methods	1. Conduct full website accessibility audit against WCAG 2.1 AA standards (December 2026)	Website meets WCAG 2.1 AA standards Accessibility statement published	Office Manager IT Support SLT	Dec 2026 - Mar 2027, then ongoing	£500-£1,500 for initial audit, then staff time		

		2. Address priority accessibility issues (March 2027) 3. Add accessibility statement to website (January 2027) 4. Ensure all new content meets accessibility standards (from November 2026) 5. Annual accessibility audit (December each year)	All new content accessible Positive feedback from users with disabilities Increased website usage					
Understand and meet parent/carer communication needs	The readability of all written documents is considered at the draft stage	1. Survey parents/carers of pupils with disabilities about communication preferences (November 2026) 2. Create database of parent/carer accessibility needs (December 2026) 3. Update database annually (October each year) 4. Ensure all parent events accessible (interpreters, hearing loops, accessible venues) (ongoing) 5. Offer alternative meeting times/formats as needed (ongoing)	Database of parent/carer needs maintained 100% of parent events accessible All parents can access information in preferred format Increased parent engagement Positive parent feedback	Office Manager SENCO SLT	Nov 2026 onwards, ongoing	£500-£1,000 annually (interpreters, equipment hire)		

Deliver disability awareness training	Our school promotes equality through positive role models	1. All staff complete disability awareness training (March 2027) 2. Deliver disability awareness assemblies to all year groups (February 2027) 3. Governor training on Equality Act duties (December 2026) 4. Annual refresher training for all stakeholders (September each year) 5. Include disability awareness in new staff induction (ongoing)	100% staff, governors trained in disability awareness All pupils receive disability awareness education Increased awareness across school community (measured by surveys) Reduced disability-related incidents More inclusive school culture	SENCO SLT Form Tutors Clerk to Governors	Dec 2026 - Mar 2027, then ongoing	£500-£1,000 for external training		
Ensure inclusive school events and communications	Availability of written material in alternative formats including school brochures	1. Review all school events for accessibility (ongoing) 2. Provide information about events in multiple formats (ongoing) 3. Offer reasonable adjustments for all events (ongoing) 4. Gather feedback after major events (ongoing) 5. Update school prospectus and key documents annually (July each year)	All school events accessible to pupils and parents with disabilities Event information available in accessible formats Positive feedback from attendees Increased participation in school events	Office Manager SLT Event Coordinators	Ongoing	Staff time		

Improve internal communication systems	Raise awareness of adults working at and for the school on importance of good communication	1. Train all staff on accessible communication (January 2027) 2. Establish clear protocols for sharing accessibility information (February 2027) 3. Ensure all staff have access to Pupil Passports and support plans (ongoing) 4. Regular staff briefings on individual pupil needs (ongoing) 5. Annual review of communication systems (July each year)	All staff aware of pupil accessibility needs Information shared appropriately and securely Consistent approach across school Improved staff confidence Better outcomes for pupils	SENCO SLT	Jan 2027 onwards, ongoing	Staff time		

MONITORING AND REVIEW SCHEDULE

Monitoring Activity	Frequency	Responsible Person	Reporting To
Review progress against action plan	Termly	SENCO	SLT and Local Governing Committee
Pupil progress data analysis (pupils with disabilities)	Each assessment point (termly)	SENCO	SLT
Full accessibility audit	Annually (July)	SENCO, Site Team, Office Manager	SLT and Local Governing Committee
Parent surveys on accessibility	Annually (Summer term)	SENCO, Office Manager	SLT and Local Governing Committee
Pupil voice surveys (pupils with SEND)	Annually (Summer term)	SENCO, Form Tutors	SLT
Staff feedback on accessibility provision	Annually (Summer term)	SENCO	SLT
Review of complaints related to accessibility	Termly	Headteacher, SENCO	Local Governing Committee
Governor monitoring visit (SEND Link Governor)	Termly	SEND Link Governor	Local Governing Committee

Full plan review and update	Every 3 years (next due October 2028)	SENCO, SLT	Local Governing Committee

RAG RATING KEY

- 🔴 **RED:** Not started / Significantly behind schedule / Serious concerns
- 🟠 **AMBER:** In progress / Some delays / Minor concerns
- 🟢 **GREEN:** Completed / On track / No concerns
- ⚫ **GREY:** Not yet due to start

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