

	<p style="text-align: right;">Vanguard Learning Trust</p> <p><i>As a group of local primary and secondary schools, Vanguard Learning Trust’s mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through an ambitious curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust’s vision and values, and the common aspiration that all students can thrive and develop into responsible young adults ready to embrace their future.</i></p>
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Accessibility Plan **November 2022**

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Section 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 a better advantage of education, benefits, facilities and service provided.
- Improve the availability of accessible information to disabled pupils.

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

At Ryefield we aspire to be an excellent school in every sense of the word.

We strive to achieve excellence by:

- Providing a challenging, stimulating, caring environment where children can be encouraged to develop to their full potential.
- Encouraging independence, responsibility, self-discipline and a genuine pride in our achievements and our school.
- Enabling all children to be granted respect irrespective of age, race, creed, gender, background or ability.
- Developing every child academically, physically, morally and spiritually.
- Offering well-planned and appropriately resourced teaching.
- Equipping our children for the future and to nurture a desire to learn showing care and sensitivity in the way we behave with one another in our school and the community

The plan will be made available online on the school website, and paper copies are available on 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 supports any available partnerships to develop and implement the plan.

Our school's complaint 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 have included a range of stakeholders in the development of the accessibility plan.

- Pupils/Parents
- The Head teacher and other relevant members of staff
- Governors
- External Partners

Section 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 the schools on 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 disability 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.

Section 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 (Inc. Established Practice And Practice Under Development)	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Action	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. Our schemes of work are reviewed to ensure they meet the needs of all pupils. Access arrangements are put in place for pupils participating in formal assessments 	<p>Offer pupils with more opportunities to celebrate disabilities and promote inclusive attitudes.</p> <p>Increase opportunities for pupils to learn about diversity and equality.</p> <p>All pupils can access learning without any limitations.</p> <p>All staff are aware about pupils accessibility needs</p>	<p>Purchase resources e.g. books</p> <p>Review schemes of work at least annually</p> <p>Ensure physical lessons, e.g. PE, music & drama are accessible for all.</p> <p>Ensure that all staff have knowledge of the needs of pupils in their class/care</p>	<p>SENCo and SLT</p> <p>Subject leads & SLT</p> <p>Teachers & External partners</p> <p>All staff</p>	<p>Annual review September 23</p> <p>Termly</p> <p>When planning lessons</p> <p>Throughout academic year. By July before Sept each year.</p>	<p>All pupils will have a greater understanding of what it means to be tolerant and inclusive.</p> <p>Pupils with SEND will feel that their pupil voice is more prominent.</p> <p>All pupils participate as fully as possible in all lessons.</p> <p>Information regarding SEND needs as available to all staff</p> <p>Teachers will have high expectations of all pupils to succeed academically as well socially and culturally.</p>

Aim	Current Good Practice (Inc. Established Practice And Practice Under Development)	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Action	Success Criteria
Improve and maintain access to the physical environment	<p>Our environment is adapted to the needs, as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Corridor width ● Door width for wheelchair access ● Disabled parking bays ● Lift ● Ramps ● Disabled toilets ● Accessible technology ● Seating & writing aids ● Equipment in classrooms accessible e.g. tables, sinks 	Ensure that all trips are accessible to all pupils.	Liaise with settings prior to booking trips to check their access arrangements for disabled pupils.	Trip lead and office staff	As required	All pupils can fully participate in external visits.
		Raise staff awareness of individual disabilities and barriers that individual pupils may face.	Links to be maintained with external agencies for individual pupils.	SENCo, also may require other staff who care for the pupil under the direction of SENCo	As required	All staff are fully aware of the needs of all pupils and how best to support them, through pupil passports, PEEPS, My support plans and EHCPs.
		To continue to ensure that children and adults are not disadvantaged by being unable to access parts of the site.	Respond quickly and effectively at a personal and individual level to ensure that every possible reasonable adjustment is made to help the child/adult. PEEP to be in place for individual children.	Site Team, Operations Manager & all staff	As required	The environment meets the needs of all adults and children accessing the site.

Aim	Current Good Practice (Inc. Established Practice And Practice Under Development)	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Action	Success Criteria
Improve the delivery of the information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large Print Resources • Pictorial or symbolic representations 	<p>Ensure all staff can provide accessible materials and identify pupils who face barriers in their learning.</p>	<p>Staff to complete training on specific disabilities, as required.</p> <p>Access training on equality and disability awareness.</p> <p>To purchase more resources to improve our delivery e.g. hearing loops etc.</p>	All staff	As Requested	<p>All pupils are supported to learn without limits due to carefully modified materials and resources.</p> <p>The school community can access a range of communication</p> <p>Parents will be confident with the support being provided for their children with a disability.</p>

Section 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by The Governing Board.

Section 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
- SEND Policy
- PEEPs

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
September 2021		
November 2022		
Next review due by November 2025		