ACCESSIBILITY PLAN

The Rivers C of E Academy Trust
St Peter's Droitwich CofE Academy

Approved by:	Director of Learning Development & Inclusion
Approved on:	September 2026
Next review date:	September 2027

Links with other policies

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

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

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Aims

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. St Peter's Droitwich CofE Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; The school recognises its duties under section 149 of the Equality Act 2010 (Public Sector Equality Duty) to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan will be published on the school website.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan also reflects requirements for schools as set out in the Special Educational Needs and Disability Regulations 2014 and is informed by the Department for Education's guidance on statutory policies for schools and academy trusts.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

Facilities and initiatives already in place	
Mobile Ramps in place to access the buildings. Bushes and trees are trimmed back along the pathways. The BMA area is well maintained, and additional resources are in use which have been provided by the Physical Development Outreach Team to facilitate access for EYFS pupils	Specific pupils who require alternative entry and exit points in order to support emotional and /or sensory regulation have arrangements written into their Individual Provision Maps or "All About Me" pupil profiles

Improving the Physical Access

Target	Strategy/Action	Outcome
Ensure all corridor areas are kept clear of obstructions.	Ensure enough lockers are provided as class sizes increase.	Corridor space is maximised.
Ensure all pathways are kept clear of vegetation	Site Manager to monitor condition of pathways.	To ensure pathways are safe for all users.
Ensure all corridors are wide enough to allow wheelchair access	Check individual corridors for size	To ensure all school users can access all areas of school safely and independently.
Ensure all doorways are wide enough to allow wheelchair access.	Check requirements for doorways.	To ensure all school users can access all areas of school safely and independently

Improving the Curriculum Access

Target	Strategy/Action	Outcome
Training for teachers on adapting the curriculum.	Training specific to pupils' needs. Provide training for all staff.	To ensure that teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Whole school community aware of issues.
Classrooms are organised to promote participation and independence of all pupils.	Classroom layouts reviewed to support the learning process of individuals.	To ensure that lessons start without the need to make adjustments to accommodate needs of individual pupils.
All out of school activities planned to ensure participation of all pupils.	Review out of school provision in relation to all children.	To ensure all out of school activities are conducted in an inclusive environment ensuring compliance with legislation.

Improving the Delivery of Written Information

Target	Strategy/Action	Outcome
Make available school brochure, newsletter and other written information for parents in alternative formats.	Arrange for translators/signing for significant events.	To ensure that school information is available for all, including any necessary adaptations to meet individual needs.
Consideration for parents who have hearing impairments.	Arrange seating for lipreading/provide scripts for plays/assemblies/performances.	To ensure that school information is available for all, including any necessary adaptations to meet individual needs.