

HORIZONS EDUCATION TRUST

Accessibility Plan
 Riverside Meadows Academy
 (January 2025)

POLICY ISSUE CONTROL

POLICY TYPE:	Statutory, HEdT Template, Mandatory
OWNER:	
AUTHOR: IN CONSULTATION WITH:	Interim CEO and Academy Co-Headteachers Andrew Armstrong & Interim Co-Headteacher Karen Smith Academy stakeholders (pupils, staff, governors)
APPROVED BY:	Interim CEO
TRUST BOARD APPROVAL:	
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	Document Control
December 2024	AS – Creation of Document
January 2025	AA – Adaption of document for Riverside Meadows Academy, St Neots site. KS – Adaptation of document for Riverside Meadows Academy, Wisbech site.

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1.0 AIMS

- 1.1 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 pupils with disabilities can participate in the curriculum
 - Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to pupils with disabilities
- 1.2 Our 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.
- 1.3 The plan is available online on the academy website, and paper copies are available upon request.
- 1.4 Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.5 The academy supports any available partnerships to develop and implement the plan.
- 1.6 The [Horizons Education Trust Complaints Procedure](#) covers the accessibility plan. If you have any concerns relating to accessibility in the academy, the complaints procedure sets out the process for raising these concerns.
- 1.7 We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the academy.

2.0 LEGISLATION & GUIDANCE

- 2.1 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](#).
- 2.2 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.
- 2.3 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.
- 2.4 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.
- 2.5 This policy complies with our funding agreement and articles of association.

Appendix A: Action Plan

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

AIM	CURRENT GOOD PRACTICE <small>(Include established practice, and practice under development)</small>	OBJECTIVES Short, Medium & Long Term	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a three stranded differentiated curriculum for all pupils We use resources tailored to the needs and where possible the interests of pupils who require support to access the curriculum 	Short Term: Staff are given training on target setting and progression to meet the needs for all stud.	Staff training to be added to the CPD calendar regarding high quality teaching, interventions and target setting	AHT (CPD Lead)	By Feb half term	Staff CPD records indicate that training on adaptive teaching, interventions and target setting. Staff voice indicates training successful and evidence is seen in pupil work.
	<ul style="list-style-type: none"> The curriculum is designed to include examples of people with and without disabilities and to promote discussion around equality Curriculum progress is tracked for all pupils, including those with a disability or additional needs Targets are set, are appropriate and 	SLT to QA data and discuss with staff in progress meetings, triangulating with work produced	SLT to ensure all staff are trained on Provision Map system	HT (SN) to ensure accurate progress data is included on Provision Map before roll out. HT (SN and WG) to provide all staff with Provision Map training	By end of Spring 2	QA work and triangulation of data demonstrates that all students, irrespective of starting point are making good or better progress against targets set. Triangulation of progress,

	<p>regularly reviewed for pupils with disabilities and additional needs through lesson observations, work scrutiny, student feedback and other appropriate quality assurance, This is a school development priority.</p>		<p>All teaching staff to have completed training related to AAP's</p> <p>SLT to devise and publish annual QA calendar in advance</p> <p>SLT to follow QA calendar, meet with staff and triangulate work, adding in support where required.</p> <p>QA data to inform Blue Sky appraisals and CPD needs for each member of staff</p>	<p>IHT (WG) to introduce the AAP's system to teaching staff.</p> <p>AHT (QA Lead SN) IDHT (WG)</p> <p>SLT (SN and WG)</p>		<p>attendance and low level behaviour data supports that pupils are all engaging successfully with the academy curriculum offer.</p> <p>All QA data informs staff CPD and appraisal targets and outcomes.</p>
		<p>Medium Term: Continual refinement of the new three pathway curriculum, particularly the</p>	<p>Regular termly review of the curriculum with teachers, adding in improvements and actions.</p>	<p>Subject Lead of subjects (SN) Curriculum Champions (WG)</p>	<p>Easter</p>	<p>Evidence that curriculum review and adaptations has taken place</p>

		new Explorer pathways				
		Evaluate the impact of intervention and identification of pupils needs and the impact progression	Termly evaluations of intervention programs with the intervention team, identifying changes, students who need to be added, removed, or require different interventions.	Interventions Lead (SN) IDHT and TLM 4's (WG)	Easter	Evaluations of interventions for students at 6weeks and 12 weeks.
		Long Term: End of year evaluation with subject leaders of the curriculum and review if changes are required, particularly linked to accessing the curriculum for pupils with a disability.	SLT to hold end of year evaluations with the subject leads for curriculum areas.	HT & AHT (Curriculum SN) with Subject Leads IHT and IDHT (WG) with Curriculum Champions	Summer Term	Evaluation completed and curriculum action plan completed.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes: All areas of the school at ground level 	Short Term: Ensure that all areas of the school are accessible, including the school field.	Site manager to ensure that any uneven areas are flattened	Site Manager	Ongoing	Field is free from holes and hills created by wildlife and is accessible for wheelchairs

	<ul style="list-style-type: none"> Corridors are wide enough for a wheel chair and able bodied students width Disabled parking bays are at the front of school Disabled toilets and changing facilities Library shelves at wheelchair-accessible height Class-rooms have at least one height adjustable desk School operates a wheelchair accessible minibus to enable visits 	<p>Medium Term: Improve the disabled toilet facilities, including repainting and refreshing the toilet and removing unnecessary equipment from that area</p>	<p>Site manager to ensure decorating schedule followed for St Neots site and remove unnecessary equipment. Ensure that Wisbech site toilets are clean, operational and alarms tested regularly.</p>	Site Manager	Easter	Disabled toilet is redecorated and suitable home for equipment and cleaning products found.
		<p>Long Term: Purchase outside seating and gym equipment that is suitable for all students</p>	<p>If funding allows, purchase outside gym and seating for students (seating both sites, gym St Neots)</p>	HTs	Summer	Accessible benches purchased for both sites. Outdoor gym purchased for St Neots.
		<p>Short Term: Ensure that all TLMs are trained in scribe and reading for access arrangements.</p>	<p>TLM training on access arrangements provided and recorded</p>	AHT (CPD SN), AHT (QA SN) IDHT (WG) IHT (WG)	Feb Half Term	Students access arrangements are covered and provision is adequate
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Our school uses a range of communication methods to make sure information is accessible. This includes: Internal signage for class rooms Large print resources 	<p>Provide training on the effective use of TAs in lesson so</p>	<p>TLM training on effective use of TAs provided, and</p>	AHT (QA SN) IHT (WG)	Feb Half Term	TLMs are observed been proactive and

<ul style="list-style-type: none"> Pictorial or symbolic representations, used for timetables and teaching Some staff are trained in Makaton for communicating with students Examinations are supported, where appropriate, with readers and scribes Teaching and Learning Mentors (TLMs) support in lessons and are trained in rewording and simplifying questions to aid students understanding. School operates a range of audio-visual aids on computers and using speaking pens 	students are supported in lessons	observed in action in lessons			supporting students in lessons
	<p>Medium Term: Ensure that all TLM staff are given training in supporting students with communication needs.</p>	A core group of staff are trained in Makaton and are observed in supporting students with different communication techniques.	AHT (CPD SN), DHT (WG) Teachers, TLMs	Easter	Students with communication needs identify in student voice that they are supported and this is triangulated with QA observations
	<p>Long Term: Students and staff trained in Makaton, and this becomes a lunch time club</p>	A group of staff and students are competent in communicating in Makaton, or using communication cards.	AHT (QA SN), DHT (WG) Teachers, TLMs	Summer Term	QA identifies that there are groups of staff and student who can communicate with Makaton.

