

The logo banner for Rayleigh Schools Trust features a dark blue background with a subtle geometric pattern of overlapping squares and rectangles in shades of blue and green. The text "RAYLEIGH SCHOOLS TRUST" is written in a white, serif, all-caps font, centered horizontally. The banner is flanked by a light blue vertical bar on the left and a yellow vertical bar on the right.

# RAYLEIGH SCHOOLS TRUST

## ACCESSIBILITY PLAN

**Reviewed: Autumn 2025**

**Review: Autumn 2026**

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.

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

## **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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 policy complies with our funding agreement and articles of association.

## **Links with Other Policies**

This Accessibility Plan is linked to the following policies and documents:

- Inclusion Policy
- Equality Information and Objectives (Public Sector Equality Duty) statement for publication
- Risk Assessment Policy
- Health and Safety Policy
- All schools within the MAT are covered with this document but each has its own specific section. Monitoring of the document shall take place on an annual basis by the Trust. It will receive a major review every 3 years. Other adjustments may be made as required.

## Sweyne Park School Accessibility Plan:

### Aims

The Sweyne Park School is an 11-18 comprehensive academy school, with a Resource Base for Deaf Pupils (RBDP), committed to providing a high-quality education for the children in our local area. Our main goal as a school is to ensure that all of our pupils achieve the best possible outcomes, both in terms of academic achievement and developing as confident, independent thinkers capable of succeeding in the twenty-first century world of dynamic change. This is equally our ambition for those of our pupils with all disabilities.

| ACTION PLAN  |   |   |  |                    |                         |
|--|---|---|--|--------------------|-------------------------|
| Aim  | Current good practice   | Objectives  | Actions  | Person responsible | Date to be completed by |
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils.</li> <li>Pupils are taught in groups appropriate to the level of support required.</li> <li>We use resources tailored to the needs of pupils who require support to access to the curriculum. This includes:</li> <li>Enlarged copies of set texts (e.g., in English, foreign language dictionaries) are made available for pupils with visual impairments.</li> <li>Video material is subtitled to provide access for pupils with hearing impairments.</li> <li>Sign supported English (SSE) and British Sign Language (BSL) is used to support Deaf pupils.</li> </ul> | 1. Develop accessibility to GCSE courses for pupils with visual impairments.    | <ul style="list-style-type: none"> <li>Research and purchase textbooks for GCSE courses followed by affected pupils.</li> </ul>  | RBr                | Autumn 23               |
|  |   | 2. Develop accessibility to GCSE courses for pupils with literacy difficulties. | <ul style="list-style-type: none"> <li>Review resourcing of core subjects.</li> <li>Support departments to produce differentiated materials</li> <li>Research appropriate foundation materials for Science.</li> <li>Monitor media clips with subtitles using Voice Recognition Software (VRS).</li> </ul> | RBr                | Autumn 23               |
|  |   |   |  | RBr / SWd          | Autumn 23               |
|  |   |   |  | RBr / HBa          | Autumn 23               |

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|   | <ul style="list-style-type: none"> <li>Note takers support Deaf pupils who cannot lipread, face-watch and write at the same time.</li> <li>Curriculum resources include examples of people with disabilities.<br/>For example: <ul style="list-style-type: none"> <li><i>Of Mice and Men</i> in English</li> <li>Disability module in CPRE</li> </ul> </li> <li>Curriculum progress is tracked for all pupils, including those with a disability who are tracked by the SENCo / head of the RBHIP as appropriate.</li> <li>Targets are set appropriately and are appropriate for pupils with additional needs, taking account the pupils' starting points.</li> </ul> | 3. Embed disability awareness in the curriculum.                        | <ul style="list-style-type: none"> <li>Audit presence of disability in schemes of work.</li> <li>Develop opportunities for disability to be presented in curriculum areas.</li> <li>Ensure that the Sixth Form environment and resourcing enable pupils with visual impairments visual access.</li> </ul>   | RBHIP staff<br>RBr + Curriculum Leaders<br>RBr + Curriculum Leaders<br>RBr + SSm + Curriculum Leaders | Ongoing<br>Autumn 23<br><br>Autumn 23<br><br>Autumn 23 |
| Improve and maintain access to the physical environment | <ul style="list-style-type: none"> <li>The building is generally accessible to pupils with disabilities. Ramps and a lift ensure access to all parts of the school except level 1 and 2 of block B (MFL classrooms), EN4-7 and the library.</li> <li>Re-rooming ensures access for pupils who are unable to access the above, with the exception of the library.</li> <li>Toilets adapted for disabled pupils are available on the ground floor of the main building (x2) and the Media/Drama block.</li> <li>Refurbish LD to provide booths for discreet working.</li> </ul>   | 1. Improve access to Learning Development for pupils with disabilities. | <ul style="list-style-type: none"> <li>Install acoustic treatment to improve access for pupils with hearing impairments.</li> <li>Install improved lighting and reflective coating on windows to improve lighting for pupils with visual impairments.</li> <li>Widen door access to improve accessibility for wheelchair users.</li> </ul> <p>Install acoustic treatment in further classroom as refurbishments take place.</p> | SSm   | Ongoing<br>Review<br>Autumn 23                         |

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|  | <ul style="list-style-type: none"> <li>• A room adapted for specialist toileting and physiotherapy is available on the ground floor of the main building; this also allows for separate changing facilities for pupils with disabilities.</li> <li>• Grab handles have been installed near all stairs. An additional handle was installed in the canteen in the summer in response to a request from a pupil with a disability.</li> <li>• Adaptations have been made to ensure access for pupils with hearing impairments. This includes: <ul style="list-style-type: none"> <li>▪ 38 mainstream teaching rooms are sound treated in addition to the 7 rooms in the RBHIP.</li> <li>▪ Tutor groups with Deaf pupils are roomed in sound treated rooms.</li> <li>▪ The hall has a sound field system in addition to acoustic treatment.</li> <li>▪ Soundproofed doors on several classrooms near areas of high pupil traffic and in the RBHIP.</li> </ul> </li> <li>• Adaptations have been made to ensure access for pupils with visual impairments. This includes: <ul style="list-style-type: none"> <li>▪ Improved directional signage.</li> <li>▪ Reducing visual clutter on display boards.</li> <li>▪ Yellow markings on stairs.</li> <li>▪ White marking near hazards.</li> </ul> </li> </ul> | <ol style="list-style-type: none"> <li>2. Improve access to English lessons for pupils with hearing impairments.</li> <li>3. Improve access to MFL for pupils with hearing impairments.</li> <li>4. Improve access to the RBHIP for pupils with hearing impairments.</li> <li>5. Ensure new building is fully accessible for disabled pupils</li> </ol> | <p>Install acoustic treatment in ML1.</p> <ul style="list-style-type: none"> <li>• Improve acoustic treatment in two of the RBHIP rooms, to ensure that they meet the British Association of Teachers of the Deaf (BATOD) standard of a signal to noise ratio below 35 and reverberation below 0.4. Both these standards are higher than the Building Regulations Standard BB93.</li> <li>• The new build will be level accessible, have accessible toilets and be acoustically treated throughout as part of its design.</li> <li>• Confirm the performance of new History building</li> </ul> | SSm<br><br>SSm<br>SSm | Oct 2022<br><br>Autumn 23 |
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|   | <ul style="list-style-type: none"> <li>▪ Fencing installed at the rear of the Art area which is a potential tripping hazard.</li> <li>▪ Windows have reflective film and blinds to improve visual context.</li> <li>• Disabled parking bays.</li> </ul>   |   |   |                                  |                                   |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of methods to ensure information is accessible. For example:</p> <ul style="list-style-type: none"> <li>▪ Staff use BSL / SSE to communicate with pupils with hearing impairments.</li> <li>▪ All assemblies are signed, as are all school events.</li> <li>▪ Awards Evening and KS3 Celebration Evening are surtitled and signed.</li> <li>▪ Media and DVD clips are subtitled.</li> <li>▪ Guest speakers are advised of the needs of Deaf pupils.</li> <li>▪ A sound field system has been installed in the hall.</li> <li>▪ Enlarged resources for pupils with visual impairments.</li> <li>▪ Visual teaching materials are used to benefit pupils.</li> <li>▪ Developed the use of Show My Homework instead of the pupil planner to provide information about homework to improve access for pupils with literacy difficulties.</li> </ul> | <ol style="list-style-type: none"> <li>1. Develop accessibility to GCSE courses for pupils with visual impairments.</li> <li>2. Develop accessibility to A Level courses for pupils with visual impairments.</li> <li>3. Develop revision offer for pupils with cognition and learning difficulties.</li> </ol> | <ul style="list-style-type: none"> <li>• Research and purchase textbooks for GCSE courses followed by affected pupils.</li> <li>• Research and purchase textbooks for GCSE courses followed by affected pupils.</li> <li>• Purchase and launch GCSE pod.</li> <li>• Review effectiveness of on line learning methods that developed during Covid</li> </ul> <p>Monitor the development of Satchel</p> | <p>RBr</p> <p>RBr</p> <p>NWe</p> | <p>Autumn 23</p> <p>Autumn 22</p> |

## Glebe Park School Accessibility Plan:

### Aims

Our school aims to treat all its pupils with respect and fairness. This involves providing access and opportunities for all pupils without discrimination of any kind. Glebe Primary School is a 4-11 comprehensive academy school, with an Enhanced Unit for Hearing Impaired pupils (EPHIC), committed to providing a high-quality education for the children in our local area. Our main goal as a school is to ensure that all of our pupils achieve the best possible outcomes, both in terms of academic achievement and developing as confident, independent thinkers capable of succeeding in the twenty-first century world of dynamic change. This is equally our ambition for those of our pupils with all disabilities.

| ACTION PLAN  |   |   |  |                         |                             |
|--|---|---|--|-------------------------|-----------------------------|
| Aim  | Current good practice   | Objectives  | Actions  | Person responsible      | Date to be completed by     |
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils.</li> <li>We use resources tailored to the needs of pupils who require support to access to the curriculum. This includes: <ul style="list-style-type: none"> <li>Enlarged copies of set texts (e.g., in English, foreign language dictionaries) are made available for pupils with visual impairments.</li> <li>Video material is subtitled to provide access for pupils with hearing impairments.</li> <li>Makaton, Sign supported English (SSE) and British Sign Language (BSL) is used to support hearing impaired pupils.</li> </ul> </li> </ul> | 4. Develop accessibility to phonics and reading for children with hearing impairment                                | <ul style="list-style-type: none"> <li>Research and purchase visual phonics resources.</li> </ul>  | EN                      | Oct 2023<br><br>and ongoing |
|  |   | 5. Develop the use communication in print (with BSL add on) to support English sentence structure for children with | <ul style="list-style-type: none"> <li>Purchase resources.</li> <li>Time for members of staff to become familiar with the resource.</li> </ul> | MH + Curriculum Leaders | Sept 2023<br>and ongoing    |
|  |   |   |  | MH + Curriculum Leaders | Feb 2023<br><br>Feb 2023    |

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|   | <ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability who are tracked by the SENDCo / head of the EPHIC as appropriate.</li> <li>Targets are set appropriately and are appropriate for pupils with additional needs, taking account the pupils' starting points.</li> </ul>   | <p>hearing impairment.</p> <p>6. Embed disability awareness in the curriculum.</p>                                       |  |         |                    |
| Improve and maintain access to the physical environment | <ul style="list-style-type: none"> <li>The building is generally accessible to pupils with disabilities. Ramps ensure access to classrooms for each year group within the school.</li> <li>Toilets adapted for disabled pupils are available in both buildings.</li> <li>A room adapted for specialist toileting in the Early Years classroom.</li> <li>Adaptations have been made to ensure access for pupils with hearing impairments. This includes: <ul style="list-style-type: none"> <li>2 mainstream teaching rooms are sound treated in addition to the 4 areas in the EPHIC.</li> <li>All classrooms meet building regulations (as per Building Regulations Standard BB93.) and have been checked by an educational audiologist.</li> <li>Both hall has a sound field system in addition to acoustic treatment.</li> <li>Each classroom that has an EPHIC child, has a sound field system and radio aids are provided for the children that require it as per their EHCP.</li> </ul> </li> </ul> | <p>6. Teachers to apply their knowledge of Deaf Awareness to classroom practice when teaching a child from the EPHIC</p> | <ul style="list-style-type: none"> <li>Deaf Awareness training provided to at least all teaching staff.</li> </ul> | SR (EN) | On a yearly basis. |



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|   | <ul style="list-style-type: none"> <li>▪ Sound proofed door fitted in the EYFS area near to the EPHIC.</li> <li>▪ Fire alarms that flash to signal the bell, alongside the sound in order to gain their attention.</li> <li>• Disabled parking bays.</li> </ul>  |  |  |                                |                        |
| Improve the delivery of information to pupils and parents with a disability | <p>Our school uses a range of methods to ensure information is accessible. For example:</p> <ul style="list-style-type: none"> <li>▪ Staff use BSL / SSE to communicate with pupils with hearing impairments.</li> <li>▪ All assemblies are signed, as are all school events.</li> <li>▪ Media and DVD clips are subtitled.</li> <li>▪ Guest speakers are advised of the needs of hearing impaired pupils.</li> <li>▪ A sound field system has been installed in the halls.</li> <li>▪ Enlarged resources for pupils with visual impairments.</li> <li>▪ Visual teaching materials are used to benefit pupils.</li> <li>▪ Communicators are provided for Parent Consultations, Open Evenings and Curriculum meetings.</li> </ul> | <p><b>4.</b> All video clips/home learning recorded by class teachers needs to signed or subtitles as appropriate.</p> | <ul style="list-style-type: none"> <li>• Teachers made aware of expectations.</li> <li>• Teachers to communicate to EPHIC staff when communication is needed.</li> </ul> | All teaching staff/EPHIC staff | Sept 2023 and ongoing. |