



**RYECROFT**  
C.E. MIDDLE SCHOOL

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## **POLICY STATEMENT**

# **ACCESSIBILITY PLAN**

## **2026-2029**

*Part of the Innovate 2 Educate Partnership*

***The Vision of the Staff, Pupils and Governors of  
Ryecroft CE Middle School***

Ryecroft CE Middle School aims to enable everyone to achieve their God-given academic and personal potential, so they can make a positive impact in the world. We seek to be a community built on knowing God's love. Our values underpin all we do; we welcome all into our loving, happy and safe school.

## Accessibility Plan

### Purpose of Plan

The Ryecroft CE Middle School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period.

The accessibility plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It is important that we monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will comply with that duty. The Accessibility Plan works alongside the SEND Information Report, SEND Policy and Equality Objectives to ensure barriers to participation are identified and reduced.

Ryecroft CE Middle School is committed to providing an environment that enables full curriculum access that 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 taking positive action with regard to all forms of disability and to developing a culture of inclusion, support and awareness within the school.

### Areas of planning responsibilities

The Ryecroft CE Middle School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- ◆ Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as pupils without disabilities; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- ◆ Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- ◆ Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan is written in accordance with the Equality Act 2010, Schedule 10, and the Department for Education guidance “Supporting pupils at school with medical conditions” and “Special educational needs and disability code of practice: 0 to 25 years”.

**Increasing access for pupils with a disability to the school curriculum.**

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs with inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club and/or school visits attendance may be used as a suitable short-term sanction and to ensure the safety of others.

The school recognises that digital technology can provide alternative ways for pupils with disabilities to access information. Where appropriate, pupils may use iPads and accessibility tools to support reading, writing, communication and organisation.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, adaptations and recording methods  Online learning modules if	On-going and as required	Headteacher SENDCo	Staff CPD records demonstrate training completed Learning walks show adaptive teaching strategies in place Pupil voice confirms accessibility of lessons SEND reviews demonstrate adjustments are effective Parent feedback confirms communication is accessible

## Increasing access for pupils with a disability to the school curriculum.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD  Online learning modules if required	As required	Headteacher SENDCo	Raised confidence of support staff
Ensure all staff are aware of access arrangements and reasonable adjustments	Set up a system of individual access plans for disabled pupils when required.  Information sharing with all agencies involved with child	As required	Headteacher SENDCo	All staff aware of individuals needs
Use digital technology and assistive software to support learning	Ensure pupils have access to appropriate technology, including iPads and accessibility features, where this removes barriers to learning. Staff receive training to maximise the use of assistive technology.	As required	Headteacher/ Subject Lead for Computing	Wider use of SEND resources in classrooms
Ensure digital technology supports equitable access to learning for pupils with disabilities	Provide access to iPads and appropriate accessibility tools to support individual needs, including (where appropriate) text-to-speech, speech-to-text, magnification, audio support, organisation tools and personalised learning applications. Ensure staff are trained to use accessibility features effectively.	Ongoing	Headteacher/Computing Lead/SENDCo	Pupils are able to access learning independently through appropriate technology. Staff confidently use accessibility features to remove barriers to learning.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	Headteacher	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	Headteacher/ Subject Lead for PE	All to have access to PE and be able to excel

## Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of pupils with a disability, staff, governors, parent/carers and visitors	To create access plans for individual pupils with a disability as part of the Learning Passport process when required	As required	Headteacher	Learning Passports in place for pupils with a disability and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher/ Business Manager	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher/ Business Manager	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Business Manager	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of pupils, parents/carers or visitors when considering any redesign	As required	Headteacher Deputy Headteacher Business Manager	Re-designed buildings are usable and accessible by all

Target	Strategies	Time-scale	Responsibility	Success criteria
Maintain and improve signage and external access for people with visual impairment	If required, yellow strip mark step edges	On going	Site Staff	People with visual impairment feel safe in school grounds
Ensure all pupils with a disability can be safely evacuated	Put in place Personal Emergency Evacuation Plan for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	As required  Each Sept	Headteacher SENDCo  Headteacher Business Manager	All pupils with a disability and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware  Liaise with outside agencies on information with regard to the visual impaired and hearing impaired pupils	On-going and as required  Software may be required as required	Headteacher Deputy Headteacher	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	If required, seek support from LA and relevant agencies on the appropriate equipment	As required	Headteacher Business Manager	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access  Egress routes visual check	On-going and as required and as appropriate  Weekly	Headteacher/ Business Manager/H&S Advisors  Site Staff	All staff with a disability, pupils and visitors able to have safe independent egress

## Improving the delivery of written information to pupils with a disability

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to pupils with a disability, we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools' ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English  School office will support and help parents to access information and complete school forms  Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	On-going	Headteacher SENDCo Business Manager  Admin Team  Business Manager Admin Team	All parents receive information in a form that they can access  All parents understand school information and/or letters
Ensure the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Teaching Assistants Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCo Headteacher	All information produced by staff meets the child's individual need
Annual review information to be as accessible as possible	Develop child friendly Learning Passport review formats	On-going	SENDCo	Staff more aware of pupils preferred method of communications

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Autumn Term 2025	Business Manager	Confidence of parents to access their child's
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	Headteacher	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/ carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure school policies and essential school information is available via the school website.	Current	Admin Team	All can access information about the school

*Date Approved: Summer 2026  
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