RPT Accessibility Plan

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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 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

RPT schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At the Rise Partnership, equality is “everything we do, not another thing to do”. We include everyone and aim for all to feel included in all we do; pupils, parents, staff and community. This plan should be read in conjunction with our Equality, Diversity and Inclusion Strategy and our People Strategy.

Our mission is for every child and young person to be successful in their future lives. For this to happen we must champion the unique potential of every pupil. We know that an excellent education underpinned with opportunities to love, learn and laugh is transformative, and we are committed to this motto.

We take into account pupils’ varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

Our EDI (Equality, Diversity and Inclusion) objectives are:

People	Implement our People Strategy and drive our ambition to be recognized as a great employer. • Our people Strategy will guide our work and enable us to: • Include our staff • Attract and retain the best people • Develop and support staff to be the best they can be • Retain and reward staff
Culture	Build a culture which creates the conditions for success for all and which reflects what we value. As we build our ambitions for the future, we will do so in a way which enables every member of our community to contribute and feel a sense of belonging within the trust.
Success for All	To achieve success for all through the implementation of RPT’s Strategic Plan. Our vision is for every pupil to be successful, fully included and for each of our schools to be an excellent school with great outcomes for all.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

RPT supports any available partnerships to develop and implement the plan.

RPT’s complaints 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. This plan will be made available online on our schools and Trust websites, and paper copies are available upon request.

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 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 policy complies with our articles of association.

3. Action plan

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

AIM	REVIEW AND DEVELOP	OBJECTIVES	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access for all to the physical environment	School environments are adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Shelves at wheelchair-accessible height for pupils in wheel chairs • Consult with all staff to hear their perspectives and for them to share their experience of working for and with us; • Create an inclusive, welcoming environment in all of our schools, which reflects our ambitions and our values; • Access to relevant health and safety training for all stakeholders	• Promote pupil independence in accessing the wider school environment • Utilise MAST support to enable pupils to develop independence in a range of functional tasks • See School Improvement Plans	Behaviour Plans Risk Assessments Care Plans Staff to report issues regarding site to the site team/ HT.	Headteachers Director of Finance and Operations Site teams H&S Trustee	July 2029	All pupils develop skills to negotiate the school environment safely. Risk assessments mitigate against identified risks for individuals

AIM	REVIEW AND DEVELOP	OBJECTIVES	ACTIONS TO BE TAKEN	PEOPLE RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure full access to the curriculum for all pupils with a disability	• Ensure that our curriculum vision is implemented and that it reflects the lived experiences of our pupils and all aspects of diversity. Through our curriculum pupils will be enabled to understand the world around them and be well prepared for adulthood; • Build individuals with character by providing our pupils with a wide range of opportunities (in school and in the community/wider world); • Monitor pupil progress carefully: - the achievement and progress of ALL pupils (with a focus on key groups i.e. Pupil Premium, gender, ethinicity etc.) taking prompt action to provide additional support/interventions as needed; • Monitor the attendance and persistent absence of ALL pupils taking prompt action to intervene/support as needed; • Map effectively the specialist provision for all pupils ensuring opportunities for review; • Ensure a strong partnership with our parents, where they feel able to contribute to the learning and progress of their children (including parent training and support); • Place an emphasis on the importance of communication, literacy, particularly early reading, alongside effective personal, social and health education for all year groups; Excellent outcomes for ALL pupils so that they can be successful in their next steps and future lives; • Support the delivery of high quality teaching, support and therapy so that the needs of ALL pupils are met, as far as possible, within the classroom and beyond;	Ensure that pupils can access resources in the environment including access to written materials including signs, displayed information. See School Improvement Plans	PIP Targets and data analysis of achievement Makaton Training In Print Training Pupil Progress Meetings Small Steps Assessment VB MAPP Assessment Curriculum Assessment	Head Teachers SLTs Executive Director of Schools MAST Team Class Teachers	July 2029	Excellent progress for all pupils

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by RPT Trustees

It will be approved by Trust Board.

5. Links with other policies

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

- Equality, Diversity and Inclusion Policy
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Supporting pupils with medical conditions policy