



Ryton-on-Dunsmore, Provost Williams CE Academy

'Let your light shine'

Accessibility Plan

Document Date: June 2025
Review Date: June 2028



Aims

Aim 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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for all pupils and staff. We are proud of the rich diversity of our school community, and it is this diversity which is at the heart of our Scheme. Our response to the needs of disabled pupils is a vital part of personalising learning for all.

Vision Statement and Ethos

'Let your light shine'

Our vision for our community is for everyone, children and adults, to flourish and shine brightly as the best and fullest version of their unique selves. We aim high and do not let circumstances limit us. In the Old Testament, we see that God created all human beings in his image as unique, loved individuals. It was God's plan for all of creation, including human beings, to flourish. God's desire is for us all to be amazing – loved, valued, represented, celebrated, and fulfilled.

Genesis 1:27: "So, God created human beings, making them to be like himself." **Psalm 139:13-14:** "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful."

In our community, we express this through our motto: **'Let your light shine.'** To us, this means being ambitious and determined, proud of who we are and what we can be, pushing boundaries, trying new things, making a difference, being brave, and continuing to learn. It means celebrating diversity and difference, treasuring the uniqueness of everyone. We are committed to the full flourishing of everyone – body, mind, and spirit.

John 10:10: "I came so they can have real and eternal life, more and better life than they ever dreamed of."

The work of our school is to equip everyone to discover and love their unique self, to express it boldly and confidently through their treasured gifts, and to find their place in making God's world a better place.

Matthew 5:16

“Let your light shine before others, that they may see your good deeds and glorify your father in heaven.”

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association. This policy additionally refers to and meets the needs as outlined in the DfE “Special Educational needs and disability” August 2014 regulations: Advice template (publishing.service.gov.uk)

Action Plan 2025 – 2028

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Curriculum Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none">• Our school offers a differentiated curriculum for all pupils• We use resources tailored to the needs of pupils who require support to access the curriculum• Curriculum progress is tracked for all pupils, including those with a disability• Targets are set effectively and are appropriate for pupils with additional needs• The curriculum is reviewed to ensure it meets the needs of all pupils	Ongoing	Professional time	Teaching staff	Head/SLT

	<ul style="list-style-type: none"> • Clear provision mapping of interventions to be established and utilised by all staff • SENDCo to monitor interventions and their success/impact on progress. 				
<p>Access to the curriculum</p> <p>Create effective learning environments for all</p>	<ul style="list-style-type: none"> • Ensure all lessons are planned with the principles of Quality First Teaching. Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. • Ensure that pupil tracking systems are rigorously used to track progress and identify where further intervention is required for pupils to make good progress • Ongoing Staff Meeting Time – termly to review planning and assessment procedures All staff SENDCo through lesson observations and sampling lesson planning • Identify and purchase resources as budget allows to support teaching and learning across the curriculum to ensure pupils make good progress • Ensure all classrooms and resources are organised in accordance with pupil need. 	Ongoing	Staff CPD time – termly to review planning and assessment procedures	All staff	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p>
<p>Premises</p> <p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Constantly improve the site to meet the diverse needs of students and community users. • Ongoing H & S budget Head/Bursar H&S Governor SLT • All additional needs pupils and staff will have a Personal Emergency Evacuation Plan created where required to ensure their safe evacuation from the building. This will be created in conjunction with the Academy Business Manager, Class Teacher and SENDCo. 	Ongoing	Premises budget	Academy Business Partner	Leadership Team and Governors

<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> • Large print and audio formats etc as required. • Monitor uptake of documents in alternative formats • Review accessibility of newsletter and letters for parents. • Homework information available as information sheets in alternative formats as appropriate. • Use of Communicate in Print software. 	Ongoing	Printing costs	Office Team	SLT
<p>Staff</p> <p>Promoting equality of opportunity for staff</p>	<ul style="list-style-type: none"> • Monitor data in relation to recruitment, retention and professional development. • Encourage disclosure of disability. • Incorporate questions into staff survey. • Liaise with Teacher Training Providers re using school for placements. 	Ongoing	Possible Access to work applications	Head	Governors/Trust

Links with other Policies

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

- Child Protection & Safeguarding Policy
- Attendance & Exceptional Leave Policy
- Admissions Policy
- Health and Safety Policy
- Equality Statement
- SEND Policy and Information Report
- Medication Policy & Management Procedure