



The Rydal Academy Accessibility Plan

Accepted by: Local Governing Body

Leadership Team Lead Reviewer: Headteacher, SENDCO, Curriculum Lead

Review Cycle: Annual

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1. Statement of intent

This plan should be read in conjunction with the School Quality Improvement Plan and outlines the proposals of the governing board of The Rydal Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the governing board must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Planning duty 1: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parent/carers.

	Issue	What	Who	When	Outcome	Review
Short Term	Access to upstairs (Year 6 intervention & DSL) for any pupils with mobility issues.	Provision of access to Year 6 intervention & DSL.	DSL / SENCO	As required	Staff will utilise group rooms at the bottom of the stairs for any pupils with mobility issues.	Termly or as required
	Long distances to access halls used for lunches and PE from some parts of the building.	Provision of seating at assembly points for those with mobility issues.	Building Maintenance Supervisor	As required	People with disabilities, including mobility issues, are safely able to move around the setting without increased risk of fatigue.	Termly or as required
	Furniture appropriate to allow staff and pupils access where there is a physical need (Disability, pregnancy, short term impairment)	Implementation of advice from professionals.	Headteacher / SENCO	As required	Pupils and staff with a physical need can access activities and the environment at an appropriate level.	Termly or as required
Medium Term	Fire doors and some external doors are difficult to open for young pupils and those with physical disabilities.	Where appropriate doors are held open by maglock system. Staff to support where this is not appropriate.	Trust Operations & Business Manager / Building Maintenance Supervisor	Autumn	School buildings and classes are as accessible as possible and adapted provisions made where required.	Termly or as required

Long Term	Provision of disabled parking for staff and visitors which is closer to the school.	Bays in staff car park next to closest entrance.	Trust Operations & Business Manager	Summer	Disabled parking is in a safe area as close to an entrance as possible.	Annually
	Access to Multi Use Games Area (MUGA) for wheelchair users is through the staff car park.	Access ramp fitted.	Trust Operations & Business Manager / Building Maintenance Supervisor	Summer	MUGA and field accessible through access ramp within grounds.	Annually

3. Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Remote education is accessible for pupils who are unable to attend school.	Teachers to consider EHCP or SEN Support plans. Option of online learning and paper copies to be provided.	Teachers	As required	All pupils who require remote learning can fully access appropriate activities.	As required
Medium term	Access to learning environment for those with a visual impairment.	Implementation of advice from professionals.	Teachers/ SENCO	As required	The curriculum is fully accessible to pupils with visual impairments.	As required
	Access to learning environment for those with a hearing impairment.	Implementation of advice from professionals.	Teachers/ SENCO	As required	The curriculum is fully accessible to pupils with hearing impairments.	As required
Long term	School trips are accessible for all pupils and staff.	Educational visits that are part of the curriculum to consider accessibility needs as part of the planning and risk assessment process.	Educational Visits Coordinator / Visit Lead / SENCO	As required	Planning amended and alternative plans made as required.	As required

4. Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short-, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Written information is not accessible to pupils, parent/carers, staff.	Provide written information in alternative formats or with access to accessibility tools.	School Administration Manager	Summer	Written information is fully accessible to pupils, parents/carers, staff.	As required

5. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.