

Accessibility Policy



Approved by:	CEO	Date: 19/04/2024
Reviewed by:	Head of School	
Last reviewed on:	21/05/2025	
Next review due by:	20/05/2026	

Accessibility Policy

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for individuals with diverse abilities.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with:

- parents/carers
- staff
- governors

Within the terms of the Act, the term 'disability' is defined thus:

"a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are on our register.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

Vision

We want all our pupils to:

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

Values

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSD
- are self-confident, have high self-esteem and the ability to form constructive relationships with others

Increasing the extent to which disabled pupils can participate in the school curriculum

Releasing Potential will continue to ensure all pupils make good progress by: -

- Regularly monitoring lessons to ensure all tutors are differentiating effectively
- Monitor pupils' books regularly to ensure learning is tailored to individual pupils' needs
- Monitor the tutor to pupil ratio in each group, so that individual pupils' needs can be more effectively met
- Give tutors planning time to get together, so they can plan for focused, weekly supportive activities
- Closely monitor the effectiveness of the weekly focused planning to ensure high quality in all classes, for all children

Ensure equal access for disabled pupils to school visits and activities as needed, by

- Risk assessment and planning of trip to include accessibility references
- Analyse activities to ensure inclusion of learning support pupils and pupils with disabilities

Provide training for all staff on aspects of Good or Outstanding teaching, in INSETs, training sessions and through mentoring and coaching

Ensure that all pupils feel supported and included within the school

- Provide emotional support through learning
- To ensure that we are providing all the support and access to curriculum for pupils with disabilities
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Releasing Potential School presents a number of difficulties for physical access. Many areas of the school which we recognise are not accessible for students, staff and visitors requiring full accessibility assistance. Nevertheless, we aim to improve accessibility where possible.

Links to other policies:

[Anti-bullying Policy.docx](#)

[Curriculum Policy 2024 - 2025.docx](#)

[Equal Ops Pupil Policy.docx](#)

[Teaching & Learning Policy.docx](#)