



## ALTERNATIVE PROVISION

# Accessibility Policy

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Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP  
Directors*

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## Aims

**RAISE-AP** is committed to providing a site that is suitable, safe and appropriate for all educational needs and to provide access to a broad, balanced and challenging curriculum for all students irrespective of special need or disability

This strategy aims for consistent planning to improve access to the curriculum and resources for students with Special Educational Needs and Disabilities and access to **RAISE-AP** and its facilities for pupils' staff and visitors.

**RAISE-AP** will actively seek to improve access for all to services in the ways set out below and will maintain an action plan, which sets out the steps **RAISE-AP** will take to achieve this. The action plan will be reviewed annually and will be updated to take account of established improvements, changing needs, resource planning and availability, ensuring:

- The curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students
- Educational written material usually provided to all students, to be presented in an appropriate form where necessary to SEND students, including the use of:
  - Pictorial and oral formats
  - ICT hardware and software
- The physical environment of the school buildings and grounds meet the needs of all **RAISE-AP** students, prospective students, staff and visitors
- A culture of inclusion, mutual trust and respect between all members of the **RAISE-AP** community is established and maintained
- A community that respects and celebrates the achievements of all students at all levels

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## Introduction

This plan is drawn up in accordance with the planning duty in the 2010 Equality Act. It draws on the guidance set out in *Equality Act 2010: advice for schools*.

### Definition of Disability

Disability is defined by the Equality Act as: 'When a person has a physical or mental impairment which has a substantial and long- term adverse effect on that person's ability to carry out normal day to day activities.'

### Key Objectives

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## Principles

Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy. The school recognises its duty under the Equalities Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to publish an Accessibility Plan

**RAISE-AP** recognises and values parents'/carers knowledge of their child's disability and its effect on their ability to carry out normal activities, and respect the parents; and child's right to confidentiality. **RAISE-AP** provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

## Activity

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective (above)

### **a) Education and related activities**

The school will continue to seek and follow the advice of specialist services, such as teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts, as well as the expertise of staff in charge of pupils who have a disability.

### **b) Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Much work has already been completed to bring the schools physical environment to support the needs of our various pupils.

## Access Plan

Time Frame		Objectives	What	How	When	Goal / Action
Short Term	1	To fulfil compliance of the Equalities Act and DfE guidance on the Equalities Act.	Staff and Directors informed of Accessibility Plan. All Risk Assessments available to be scrutinised at any time.	Director board meetings	Ongoing	RAISE-AP
Medium Term	2	Improve provision for SEN pupils	Develop pupil knowledge and understanding of disabilities.  Develop staff awareness	Through a well planned RSHE curriculum.  INSET training with individual learning plans (ILPs)	Throughout the year with RSHE curriculum.  INSET training + ongoing.	Individuals informed about inclusion.  Staff increased awareness.
Long Term	3	Make all points of access at RAISE-AP fully accessible		Director funding to ensure compliance		All areas of RAISE-AP fully accessible

## Current Accessibility

### Learning

- Special Educational Needs co-ordinator
- Co-ordinator for PD
- Co-ordinator for Resource Provision SEMH
- Learning Support Assistants (LSA) in class
- LSA supported Lunch Club
- LSA supported Homework Club after school
- In-class support for pupils with EHCPs
- ELSA support
- Specialist Teacher Advisers for Physical Disability, Communication and Language, Visual Impairment, Hearing Impairment
- Adapted equipment for practical elements of the curriculum: Science, Technology subjects and PE
- Accessible, differentiated curriculum for pupils

### Access

- Accessible toilets in all buildings
- Accessible shower facilities in some of the toilets
- Lift access to upper floors
- Only 5 classrooms across the site are not accessible
- Automatic doors providing independent access to many buildings
- Ramped access to raised areas
- Height adjustable tables in classrooms but additional table risers carried by pupils
- Accessible outdoor seating facilities
- Accessible sporting facilities
- Additional sports wheelchairs for PE and extra-curricular activities
- Staff on top corridor M block to evacuate students in the event of fire

### Future projects/considerations:

- Ensuring that all areas of the school site are completely accessible; this includes our biometric systems, our gate access and continual checking of our internal doors and push buttons.
  - Ensure that all planned school trips are completely accessible with students travelling on accessible coaches with their peers, where possible.
  - Ensure consistent provision of rise and fall tables and hoists across the site.
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## Raise Values

Our [RAISE-AP values](#) (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations), invest (tailoring setup for our young people) social skills (becoming part of a community) which are linked to our Accessibility policy.

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