

ACCESSIBILITY POLICY



**Resilience
Multi Academy
Trust**

Summary	Accessibility Policy
Responsible Person/Author:	COO/Estates Director
Applies to: (please check as appropriate)	Colleagues ☒ Student ☒ Community ☒
Ratifying Committee(s)	Trust Board
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Introduction

1. The [Equality Act 2010](#) has been extended by the Special Education Needs and Disability Act 2001 to cover education. The Equality Act requires that schools must have an accessibility plan aimed at:
 - Increasing the extent to which disabled students can participate in the curriculum
 - Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
 - Improving the availability of accessible information to disabled students.
2. Accessibility refers to the extent to which disabled students, colleagues, parents, carers and visitors are able to access the physical environment, curriculum, information, communication and digital services on an equitable basis.
3. This policy also takes account of the:
 - Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018.
 - SEND Code of Practice 2015.
 - Human Rights Act 1998.
4. RMAT is committed to creating an inclusive environment, in which students, colleagues, parents, carers and visitors are able to participate fully in academy life. Accessibility considerations will be embedded with curriculum design, estate management, digital services, communications and organisational decision making.
5. This Accessibility Policy sets out how RMAT will improve equality of opportunity for disabled people. The aim of RMAT is to treat all people fairly and with respect.

Publication of this Policy

6. This policy is accessible via SharePoint and on Demand.

Roles and responsibilities

7. Trustees will:
 - Approve and review the Accessibility Policy.
 - Receive assurance regarding implementation across RMAT.
 - Monitor strategic accessibility risks and compliance.
8. The CEO will ensure consistent implementation of this policy across RMAT.
9. The Estates Director will:
 - Oversee Trust-wide accessibility compliance.
 - Monitor estate accessibility.
 - Provide assurance reporting to Trustees.
 - Coordinate RMAT wide improvement activity where required.

10. Principals will:
 - Maintain and implement an academy Accessibility Plan.
 - Ensure reasonable adjustments are considered and implemented.
 - Monitor accessibility barriers and address identified issues.
11. Special Educational Needs Coordinators (SENDCOs) will support accessibility planning relating to curriculum delivery, classroom practice and individual student needs.

Accessibility Policy

12. RMAAT recognises its responsibilities towards disabled colleagues and will:
 - Ensure that colleagues 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 colleagues to fully access the workplace.
 - Monitor recruitment procedures to ensure that candidates with disabilities are given equal opportunities.
13. Within the terms of the [Equality Act](#), the term 'disability' is defined as:

"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 and 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, Attention Deficit Hyperactive Disorder, Attention Deficit Disorder, Autistic Spectrum Disorder etc.

Curriculum Access

14. RMAAT will continue to increase the extent to which disabled students can participate in the Academy curriculum. To achieve this, each academy will:
 - Provide In School Training ("INSET") to all teaching colleagues on how to ensure all students within each lesson are able to access the lesson content, through differentiated tasks, personalised learning and inclusive teaching strategies etc.
 - Provide training for all teaching colleagues on differentiation of the curriculum and how to meet identified needs.
 - All departments to show how differentiation is built into their planning and lesson delivery.

- SEND Co-Ordinator (“SENDCO”) and Assistant SENDCO to work closely with Heads of Faculty and teachers to ensure that all lessons are accessible to all students.
- Teaching colleagues to liaise with the SEND department and Inclusion Support Workers prior to each lesson so that support is fully utilised.

Curriculum accessibility

15. RMAT will seek to ensure that:

- Learning resources are provided in accessible formats where required.
- Assistive technology is used where appropriate.
- Examination access arrangements are implemented in accordance with regulatory requirements.
- Educational visits and enrichment activities are accessible to disabled students where reasonably practicable.
- Accessibility considerations are incorporated into curriculum planning.

Digital accessibility

16. RMAT recognises that accessibility extends beyond physical environments. RMAT will

- Seek to ensure academy and trust websites comply with applicable accessibility requirements.
- Provide key information in accessible electronic formats where required.
- Consider accessibility when procuring digital systems and software.
- Promote the use of assistive technology.
- Consider accessibility when designing online learning activities and digital communications.

Communication accessibility

17. Information will be provided in alternative formats where required. Examples may include:

- Large print.
- Accessible PDF formats.
- Audio formats.
- Translation support.
- Communication support for individuals with visual or hearing impairments.

Differentiate resources

18. Each subject area will utilise resources tailored to individual needs including personalised tasks, flash cards and strategies for differentiation appropriate to each curriculum area or alternative teaching strategies which will support student progress and access to learning. These will include: -

- Use of interactive whiteboards to enlarge text to make it easy for all students to read

- Where necessary INSET provided to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
- Learning support department to liaise with specialists and where necessary invite them in to meet with teachers of specific students to ensure their needs are met through a variety of teaching strategies and resources
- Ensure equal access for disabled students to academy clubs, visits and extra-curricular activities
- Risk assessment and planning of trips to include accessibility references
- Analyse extra-curricular activities to ensure inclusion of learning support students and students with disabilities
- If necessary, draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students.
- Ensure that all students feel supported and included within the academy
- Place students on the SEND register, and where necessary provide emotional support through allocated staff.
- Close links with specialists to ensure that we are providing all the support and access to curriculum for students with hearing and vision disabilities.

Reasonable Adjustments

19. RMAT will proactively consider reasonable adjustments for disabled students, job applicants, parents and visitors.
20. Decisions regarding adjustments will be based on individual circumstances and informed by relevant professional advice where appropriate.

Physical Environment

21. RMAT will strive to improve the physical environment of the Academies to increase the extent to which disabled students can take advantage of education and associated services:
 - The Academies have ramps to facilitate movement between differing floor levels and passenger lift(s) to access the above ground floor areas.
 - Disabled toilets are accessible throughout the Academies. All doors to work areas and outside are wheelchair accessible with wide doors and level thresholds.
 - Evac chairs are available at staircases. Trained staff are available to give assistance to students.
 - Classroom furniture for disabled individuals is available.

- Security gates at front of the building are opened at start and end of day to allow disabled vehicles access to students away from normal traffic

Lighting

22. This has been improved in area and continues to be replaced as part of capital works, however special lighting for those with eyesight impediments has not been provided.

Signage

23. Signage in all areas must be clear and concise. A way to achieve this is using pictorial signs.
24. External steps on main entrances have chevron lines painted on to highlight the step. Alternative ramps are available in some areas where external steps are located.

Decoration

25. The Academies are decorated throughout in pastel shades

Toilets & Care Suite Facilities

26. There are disabled toilets provided. A suitable place is assigned in all Academies for providing intimate care of young people, including providing the necessary resources.
27. An adequate supply of appropriate equipment is in place including gloves, wipes, aprons, foot operated waste bins, paper towels, liquid soap/spray cleaner, spare clothes and any other necessary items are always available.
28. Although this is not yet achieved at every academy, future general toilet block refurbishments will include extended cubicles with a washbasin for young people with disabilities.

Canteen provision

29. Disabled canteen users may need to sit at the specialist tables provided. It is advised that reasonable adjustments should be considered to ensure equitable access to dining facilities or have peer support, colleague support or other appropriate assistance.

Delivery of Written Information

30. To keep improving the delivery of information to disabled students (and parents) the Academies will continue to:
 - Provide written materials in alternative formats (letters, the academy website, newsletters, email, signage etc.)
 - Review documentation with a view to ensuring accessibility for students with visual impairments
 - Continue to raise the awareness of all adults in school regarding the importance of good communication systems regarding individual student needs

Accessibility Plan

31. Each academy will maintain a local three-year Accessibility Plan. Plans will be reviewed annually and published in accordance with statutory requirements. Progress against each plan will be reported through academy and Trust governance arrangements.

Colleague accessibility

32. RMA is committed to providing an accessible working environment. RMA will:
- Consider reasonable workplace adjustments for colleagues that are disabled or have any underlying medical condition that requires reasonable adjustments.
 - Support disabled employees through employment processes.
 - Ensure recruitment processes are accessible.
 - Consider recommendations arising from Occupational Health assessments.

References

33. The Accessibility Plan should be read in conjunction with:
- Equality, Diversity and Inclusion Policy.
 - SEND policy
 - Health and Safety policy
 - Feedback, concerns and complaints policy.
 - Academy admissions policies.
 - Recruitment and Selection policy.
 - Learning outside and educational visits policy.

Monitoring

34. The Estates Director will monitor the implementation of this policy. Principals will review academy accessibility plans annually. Accessibility progress, risks and significant barriers will be reported through RMA governance arrangements. This policy will be reviewed annually or sooner where legislative or organisational changes require.

Diversity

35. RMA is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. RMA will always comply with the requirements of the [Equality Act 2010](#) and associated guidance produced by the Department for Education.

Appendix 1: Equality Impact Assessment

Policy: Accessibility policy

Date of assessment: September 2026

Assessed by: COO

Purpose of the Policy

To ensure that RMAT meets its duties under the Equality Act 2010 by improving access to education, employment, information, communication and facilities for disabled students, employees, parents, carers and visitors. The policy provides a framework for removing barriers to participation and promoting inclusion across all RMAT activities.

Groups affected:

- Students.
- Parents and carers.
- Employees.
- Job applicants.
- Members of Trust Governance and volunteers.
- Visitors, contractors and external agencies.

Protected characteristics considered:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Potential Impacts:

Positive impacts:

- Promotes equality of opportunity for disabled students, employees, parents and visitors.
- Supports compliance with the Equality Act 2010 and Public Sector Equality Duty.
- Improves access to education through reasonable adjustments, adaptive resources and accessible learning environments.
- Improves access to information through alternative communication formats where required.
- Supports inclusion of individuals with physical disabilities, sensory impairments, long-term health conditions and neurodiverse needs.
- Encourages proactive identification and removal of barriers to participation.
- Supports fair access to employment, training and career development opportunities.
- Promotes accessibility considerations within estate planning, procurement and digital services.

Potential negative or unequal impacts:

- Inconsistent implementation of accessibility arrangements between academies may result in unequal experiences.
- Delays in identifying accessibility needs may restrict participation for some individuals.
- Budgetary or estate constraints may affect the pace of physical accessibility improvements.
- Staff may lack awareness of accessibility requirements, resulting in inconsistent practice.
- Digital resources or third-party systems may not always meet accessibility expectations.
- Individuals with hidden disabilities, neurodiverse conditions or mental health needs may be overlooked if needs are not identified and reviewed appropriately.

Assessment by Protected Characteristic

Characteristic	Impact
Age	Positive. Improves access to facilities, services and information for people of all ages.
Disability	Strong positive impact. The policy is specifically designed to remove barriers and improve accessibility.
Gender Reassignment	Neutral. No adverse impact identified.
Marriage and Civil Partnership	Neutral. No adverse impact identified.
Pregnancy and Maternity	Positive. Accessible facilities and reasonable adjustments may support pregnant employees, visitors and parents.
Race	Positive. Accessible communication arrangements may support individuals where language barriers exist.
Religion or Belief	Neutral to positive. Accessible facilities and communication arrangements support participation regardless of faith or belief.
Sex	Neutral. No adverse impact identified.
Sexual Orientation	Neutral. No adverse impact identified.

Mitigation actions:

- Maintain and review academy Accessibility Plans annually.
- Provide training and guidance to employees on accessibility and reasonable adjustments.
- Consider accessibility requirements during procurement and implementation of new systems, resources and facilities.
- Undertake periodic reviews of premises accessibility and incorporate improvements into estate planning.
- Ensure alternative communication formats are available where reasonably required.
- Monitor complaints, concerns and feedback relating to accessibility.
- Seek advice from specialist professionals where required to support individual adjustments.
- Consider accessibility requirements when planning educational visits, enrichment activities and events.

Monitoring and Review

RMAT will monitor the effectiveness of this policy through:

- Annual review of Accessibility Plans by academy leaders.
- Periodic reporting through Trust governance arrangements.
- Monitoring of complaints and accessibility-related concerns.
- Review of reasonable adjustment requests and outcomes.
- Review of accessibility considerations within capital projects and estate developments.
- Review of digital accessibility compliance and accessibility statements.
- Formal policy review annually, or sooner where legislative or organisational changes require.

Overall assessment

This policy has a significant positive impact on individuals with disabilities and supports the Trust's commitment to equality, inclusion and accessibility. No unlawful discrimination has been identified. The policy promotes equitable access to education, employment and services and contributes positively to the fulfilment of the Trust's duties under the Equality Act 2010.