



**Raise
Education &
Wellbeing** **School**

Accessibility Plan

Version:	V2
Last review:	September 2026
Effective until:	1 st September 2027
Next review:	September 27 or when there is a change in circumstances, in work practices or the introduction of new legislation.
Lead:	Victoria Lawler
Author	Jason Steele
Ratified:	

Ethos

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotionally available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (Department for Education [DfE] 2023). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people, and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge, and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

Contents

1. Aims	3
2. Legislation and guidance	4
3. Action plan	5
4. Monitoring arrangements	9
5. Links with other policies	9
Appendix 1: Accessibility audit	10

.....

1. Aims

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 school is an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community.

We are committed to the care and well-being of all pupils so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (staff, pupils, parents/carers, local authorities and the wider community) are committed to working together to ensure that we remain true to the equal value principle underpinning its policies.

Through a series of inter-related policies and procedural guidelines we support disability equality in all aspects of school life for pupils, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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 concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff pupils and governors of the school.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The Curriculum Intent and Curriculum Policy, supported by schemes of work, ensures that all curricular take into account the ages, aptitudes and needs of all pupils, including those pupils with an Educational, Health and Care (EHC) plan as per Part 1 section 2(1)(b) of the ISS. The curriculum is subject to continuous review.	Where applicable EHC plans are referenced. Base line assessments are conducted at beginning of each academic year. Regular academic and personal targets are set and reviewed. Progression is monitored and assessed at the beginning and end of each term.	SENCo follow the graduated approach of assess, plan, do and review for each young person on a regular basis to ensure they are able to access the curriculum with support or the curriculum is bespoke, based on need and is specific, engaging, and relevant with sufficiently high expectations. SENCo identify barriers to learning and create appropriate plans for learning. This may include learning support, specialist support, equipment/ aids, changes to the environment or structure	Head of School SENCo Teaching Team	September 2026	Engagement with learning. Improved attendance in lessons. Evidence of progress

			of the school timetable (e.g. shorter lesson times, more breaks). For pupils who are unable to settle to group learning virtual platforms can enhance opportunities for inclusive learning.			
Improve and maintain access to the physical environment	Access All Raise sites will have ramp or flat surface access suitable for wheelchairs and those with mobility issues. External building at will also have ramp access. Stairs and elevators Quest and Skills Centre are ground level only site.	N/A	There are no access issues that require any immediate action. However, review of this may be needed in the future and therefore appropriate team will review policy and make required changes.	Operations and Compliance Lead	November 2026	All sites accessible for all

	Corridors All corridors are sufficiently wide to enable wheelchair users to move freely through them. Parking The skills centre has plentiful parking to the front and both Quest has plentiful on street parking next to the building and a car park a short distance away. If necessary, gates at Century House can be opened to facilitate parking on site. Toilet and changing facilities All sites have accessible toilet facilities,all located on ground floors. No on-site changing facilities are available. Shelving Shelves and cupboards are at accessible heights.					
--	--	--	--	--	--	--

Improve the delivery of information to pupils with a disability	A range of communication methods is used to ensure information is accessible. This includes: Visuals to support the delivery of information for children with disabilities. Most staff are familiar with technology and practices developed to assist people with disabilities Written information can be produced in different formats or colours. Information is presented in user friendly ways e.g. by reading aloud, using visuals and interactive whiteboards and describing diagrams. Information is given in simple language and symbols. Coloured paper/ covers, large print and audio/videotape help pupils, and prospective pupils, who may have difficulty with standard forms of printed information, to access information.	Display boards remain highly visual and relevant to current topics. External support literature to be transformed to be more accessible, visual or audio. Staff to undertake Continuous Professional Development (CPD) to support delivery of technology to assist people with disabilities.	Plan to identify and respond to any ESL support needs. Work with other agencies to facilitate this. Have access to braille if required. Increase the number of visual displays used to supporting learning. More obvious support visuals such as posters and information for learners to access.	SENCO Teaching Team	November 2026	ALL pupils have the necessary resources to fully engage in learning. External support visuals are clear and easy to access. ALL staff have participated in CPD for use of technology to assist learners. Plans in place if ESL needs identified. Braille used if necessary
--	--	---	--	----------------------------	----------------------	---

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Supporting pupils with medical conditions policy
- Diversity, Equality & Inclusion Policy
- SEND Code of Practice (2015)
- Equality Act 2010.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Quest Centre – 1 Century House-2 Skills Centre1	Ensure stairways are adequately lit, free from obstruction/defects and have suitable handrails	Head of school Centre Lead	Ongoing checks
Corridor access	Quest Centre- corridors ground floor. Century House-N/A Skills Centre N/A	Ensure corridors are free from obstruction.	Head of School Centre Lead	Ongoing checks
Parking bays	Quest Centre – Car park short walking distance Century House-N/A Skills Centre- 2 at front of building	Ensure spaces available when required for disabled access	Centre Lead	Ongoing checks
Entrances	Entry/exit doors Fire escapes	Ensure that fire doors are compliant Entrances are kept free from obstruction	Head of School Operations and Compliance Lead	Annual and ongoing Ongoing, H&S walks

Ramps	Quest Centre – Front entrance Century House- N/A Skills Centre- no steps to enter	Ensure ramps are kept free from obstruction Ensure no defects	Head of School Operations and Compliance Lead All staff	Ongoing H&S walks Annual audit
Lifts	N/A			
Toilets	Accessible toilets at all sites	Routine checks	All staff	Ongoing Annual audit
Reception area	Quest Centre- fully accessible Century House-N/A Skills Centre- N/A		All staff	Ongoing Annual audit
Internal signage	All sites adequate signage		Head of School Centre Lead	
Emergency escape routes	All sites emergency escape routes identified and well signed.	Ensure escape routes are known to staff and pupils. Staff training and fire drills Ensure they are free from obstruction.	Head of School	