

RIVERSTONE ACADEMY

Accessibility Plan 2026-2029

School	Riverstone Academy
Address	Kilton Lane, Carlin How, TS13 4AD
Plan period	September 2026 - August 2029
Review cycle	Reviewed at least annually; formally renewed by September 2029
Responsible body	The Proprietor - Riverstone Academy Ltd Chair of the Proprietor Body – Stephen Morrison

Purpose

This plan sets out how Riverstone Academy will improve access for disabled pupils over time. It is designed for the context of a specialist primary school, where accessibility includes physical access, communication, sensory regulation, curriculum participation, independence, information and reasonable adjustments.

The plan is a strategic improvement document. It complements, but does not replace, individual reasonable adjustments, EHCP provision, pupil risk assessments, healthcare plans, PEEPs, the SEND policy or day-to-day responsive adaptations.

1. Legal framework and statutory purpose

Riverstone Academy has prepared this Accessibility Plan in accordance with Schedule 10 of the Equality Act 2010. The proprietor is responsible for preparing, publishing, reviewing, revising and implementing the plan and for having regard to the need to allocate adequate resources to it.

The plan addresses the three statutory accessibility planning aims:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the physical environment of the school so disabled pupils can take better advantage of education, benefits, facilities and services.
- Improve the availability and delivery of information to disabled pupils in accessible formats.

The plan should be read alongside the Equality Act 2010, the school's Equality Objectives, SEND Policy, Curriculum Policy, Health and Safety Policy, Risk Assessment Policy, Supporting Pupils with Medical Conditions / Medicines arrangements, Behaviour Policy, Safeguarding Policy and relevant individual pupil plans.

2. Riverstone context and approach

Riverstone Academy is an independent special primary school. Accessibility is therefore not treated as a one-off premises exercise. The school will anticipate barriers wherever reasonably possible and will consider the individual profiles of pupils, including communication, cognition and learning, sensory processing, physical and medical needs, emotional regulation and safety.

In planning and reviewing accessibility, leaders and the proprietor will consider:

- the needs of current pupils and reasonably foreseeable needs of future pupils;
- EHCP outcomes, professional advice and parent/carer views;
- pupil voice, using communication methods appropriate to each pupil;
- patterns in behaviour, attendance, incidents, exclusions, participation and access;
- premises audits, health and safety findings, fire/evacuation arrangements and accessibility walk-throughs;
- whether reasonable adjustments are effective in practice, not simply recorded on paper.

3. Accessibility principles

Principle	What this means at Riverstone
Anticipatory	We will plan ahead for common barriers rather than wait until a pupil is disadvantaged.

Principle	What this means at Riverstone
Individualised	Adjustments will reflect the pupil's actual needs; a diagnosis alone will not determine provision.
Ambitious	Accessibility will enable participation and learning while maintaining appropriate challenge and high expectations.
Least restrictive	Environmental and support strategies will promote dignity, independence and inclusion wherever possible.
Evidence-informed	Decisions will draw on assessment, professional advice, pupil/parent views and review of impact.
Whole-school	Accessibility is a responsibility shared by the proprietor, leaders, teachers, support staff and premises/administrative staff.

4. Aim 1 - Increase participation in the curriculum

Riverstone will seek to remove curriculum, communication, sensory, organisational and attitudinal barriers so that disabled pupils can participate meaningfully in learning and wider school life.

Priority / barrier	Planned action	Success measure	Evidence / monitoring	Lead	Timescale	Status / review note
Pupil access to a personalised, broad curriculum	Audit curriculum plans and schemes of work to confirm that learning is adapted to pupils' ages, aptitudes, EHCP needs and communication profiles without unnecessarily narrowing entitlement.	Curriculum evidence shows all pupils can access intended learning and make progress from individual starting points.	Curriculum reviews; planning scrutiny; pupil progress information; learning walks.	Headteacher / Deputy	Termly	
Communication access	Ensure pupils can access teaching through appropriate communication systems, including visual structure, symbols, objects of reference or simplified language where required.	Pupils can understand routines, choices, learning intentions and key safety information using their preferred/assessed communication approach.	Communication profiles; EHCPs; observation; staff training records.	Headteacher	Ongoing; termly review	
Sensory regulation and engagement	Embed reasonable sensory adjustments such as movement breaks, low-arousal spaces, sensory resources, seating and environmental adaptations according to individual need.	Reduced barriers to participation and improved readiness to learn for identified pupils.	Individual plans; incident/engagement data; pupil/parent feedback.	All staff	Ongoing	
Literacy and recording barriers	Provide accessible methods for reading, writing and recording, including assistive technology, adapted texts, scribing, alternative recording and additional processing time where appropriate.	Pupils can demonstrate knowledge without avoidable barriers caused by format or method of recording.	Work scrutiny; pupil outcomes; equipment/use reviews.	Teachers/Deputy	2026-27 and ongoing	
Trips, enrichment and wider school life	Build accessibility into educational visit planning, clubs, PE, performances and community activities from the outset.	Disabled pupils participate in wider opportunities wherever reasonably practicable, with barriers identified and addressed in advance.	Visit risk assessments; participation records; parent/pupil feedback.	SLT	Each activity	

Priority / barrier	Planned action	Success measure	Evidence / monitoring	Lead	Timescale	Status / review note
Staff capability	Provide role-appropriate training on SEND, reasonable adjustments, communication, sensory needs, accessibility and inclusive teaching.	Staff can explain and consistently apply the adjustments required for pupils they support.	Training matrix; supervision; learning walks; staff feedback.	Headteacher	Annual programme	

5. Aim 2 - Improve the physical environment

The physical environment will be reviewed in relation to the actual needs of pupils. Improvements will be prioritised according to risk, impact, feasibility and anticipated future need.

Priority / barrier	Planned action	Success measure	Evidence / monitoring	Lead	Timescale	Status / review note
Accessibility of routes and entrances	Complete an annual accessibility walk-through of entrances, circulation routes, thresholds, doors, ramps/steps and external paths; record and prioritise reasonable improvements.	Identified access barriers are recorded, risk-rated and addressed within agreed timescales.	Premises audit; maintenance log; proprietor monitoring.	SBM/Proprietor	Annually and after significant change	
Toilets and personal care	Keep toilet, washing and personal-care facilities under review against the needs of current and prospective pupils, including privacy, dignity and safe assistance.	Facilities remain suitable for pupil needs and reasonable adaptations are implemented when required.	Premises checks; pupil plans; OT/medical advice where relevant.	Headteacher / Proprietor	Termly	
Medical provision	Maintain suitable medical accommodation and ensure access, washing facilities, proximity to toilets and equipment reflect pupil medical needs.	Medical room is safe, usable and appropriately equipped; pupil-specific requirements are met.	Premises checklist; medical plans; first-aid/medicines audit.	Headteacher	Termly	
Sensory environment	Review lighting, acoustics, visual clutter, colour contrast, noise and access to quieter/regulation spaces.	Environmental barriers identified for sensory-sensitive pupils are reduced where reasonably practicable.	Sensory audits; pupil plans; staff/pupil feedback.	SLT / Proprietor	2026-28; ongoing	
Safety, security and independence	Ensure access-control, fencing, gates and internal security protect pupils with absconding/elopement risk while avoiding unnecessary restriction and preserving safe evacuation.	Security arrangements are proportionate, fire-safe and informed by individual pupil risk.	Risk assessments; fire checks; access-control tests; incident analysis.	Headteacher / SBM	Termly and after incident/change	

Priority / barrier	Planned action	Success measure	Evidence / monitoring	Lead	Timescale	Status / review note
Emergency evacuation	Identify pupils requiring individual evacuation support and maintain PEEPs or equivalent individual arrangements where necessary.	Staff know how each identified pupil will be supported to evacuate safely.	PEEPs; drills; debriefs; training records.	SLT	On admission; termly review	
Outdoor areas	Review outdoor routes, play areas, PE spaces, fencing, surfaces and equipment for physical, sensory and behavioural accessibility.	Outdoor provision can be safely accessed by pupils within the school's intended cohort, with individual adaptations where required.	Outdoor risk assessments; equipment inspections; pupil plans.	Proprietor	Termly	

6. Aim 3 - Improve access to information

Information will be provided in formats that disabled pupils can understand and use. The school will consider format, language, presentation, communication system, sensory needs and processing demands.

Priority / barrier	Planned action	Success measure	Evidence / monitoring	Lead	Timescale	Status / review note
Accessible pupil information	Provide school information to pupils using formats appropriate to their communication and comprehension needs, such as symbols, photographs, Easy Read, visual timetables, social narratives, audio.	Pupils can access key information about routines, learning, safety and choices in a form they understand.	Classroom audit; communication profiles; pupil voice.	Teachers / Support Staff	Ongoing	
Parent/carer communication	Offer reasonable alternative formats or communication support to disabled parents/carers where needed, including accessible digital documents or support to understand key information.	Parents/carers are not disadvantaged in accessing essential information because of disability.	Communication records; requests and adjustments log.	Admin / SLT	On request / identified need	
Website and digital documents	Review key public-facing and frequently used documents for accessible structure, readable formatting and compatibility with assistive technology where practicable.	Priority documents are readable and can be accessed using common assistive technologies.	Annual website/document accessibility check.	SBM/Admin	Annually	
Emergency and safety information	Ensure emergency, safeguarding and safety information for pupils is available in accessible formats and is taught/rehearsed according to individual communication needs.	Pupils demonstrate, at an appropriate level, understanding of key safety routines.	Drills; social stories; visual prompts; pupil feedback.	SLT / Staff	Termly	
Information from external professionals	Translate specialist recommendations into concise, usable staff guidance and pupil-facing supports so that accessibility advice is implemented consistently.	Staff can explain and demonstrate the adjustments required for the pupils they support.	One-page profiles; pupil plans; supervision; learning walks.	Deputy	On receipt and review	

7. Monitoring, review and proprietor oversight

The Headteacher will coordinate implementation of this plan. The proprietor will maintain strategic oversight and ensure that accessibility is considered as part of premises, curriculum, SEND, safeguarding, equality and resource decisions.

Frequency	What will be reviewed	Lead	Expected record
Termly	Review progress against actions; unresolved barriers; pupil-specific accessibility issues; premises/access concerns; incidents or complaints indicating possible disadvantage.	SLT	Proprietor receives assurance and actions.
Annually	Formal accessibility plan review; accessibility walk-through; staff capability/training review; consultation with pupils/parents where appropriate; prioritisation of next-year actions and resources.	Headteacher / Proprietor	Updated action plan and recorded proprietor review.
On admission / change of need	Consider individual access requirements before or as soon as practicable after admission, and when a pupil's needs change.	Deputy / Staff	Adjustments, risk assessments and plans updated.
After significant incident / complaint	Review whether the environment, information or curriculum created or contributed to a barrier.	SLT / Proprietor as appropriate	Corrective action and plan revision where needed.
By September 2029	Full renewal of the three-year strategic plan.	Proprietor / Headteacher	New accessibility plan approved and published.

8. Consultation and pupil voice

Riverstone will seek feedback from pupils and families in ways that are accessible to them. For pupils who cannot reliably use conventional questionnaires or verbal discussion, the school may use observation, choice-making, symbols, AAC, structured preference assessment and evidence from trusted adults. Consultation will inform, but will not replace, professional judgement and statutory duties.

9. Resources

The proprietor will have regard to the need to allocate adequate resources for implementation. Actions may be funded through planned premises budgets, curriculum resources, assistive technology, staff training, commissioned professional advice or individual pupil provision as appropriate. Cost alone will not be treated as a reason to avoid considering a reasonable adjustment; decisions will take account of effectiveness, practicability, resources, disruption, health and safety and the individual circumstances.

10. Publication and availability

The plan will be published in accordance with the school's legal obligations and will be available for inspection on request. A copy can be made available in an alternative accessible format where reasonably required.

11. Annual review record

Review date	Reviewed by	Progress / impact	New barriers identified	Changes agreed	Proprietor sign-off

12. Approval

Approved by	The Proprietor (Board of Directors)
Approval date	30/08/2026

Chair / authorised proprietor signature	
Next formal review	No later than September 2029