

Three Rivers Academy Accessibility Plan (Sept 2026)

Three Rivers Academy - ACCESSIBILITY PLAN

Sept 2026

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Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010, the Department for Education (DfE) guidance for schools and trusts on the Equality Act (updated 2023), and the SEND & AP Improvement Plan (2023-2026).

The Equality Act 2010 replaced previous equality legislation, including the Disability Discrimination Act. The effect of the law remains the same: schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief, or sexual orientation.

Under the Equality Act 2010, a person has a disability if:

“He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

This Accessibility Plan is structured to complement and support the Equality Objectives of The Howard Partnership Trust (THPT). The Local Authority monitors the school’s activity under the Equality Act 2010 (particularly Schedule 10) and advises on compliance.

This plan also reflects:

- The SEND & AP Improvement Plan (2023-2026)
 - The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations (2018), requiring WCAG 2.2 AA compliance
 - Updated DfE guidance on anticipatory reasonable adjustments (2023)
 - National expectations for inclusive curriculum design and Ordinarily Available Provision (OAP)
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Objectives

Three Rivers Academy’s Accessibility Plan sets out how access is to be improved for pupils, staff and visitors within a defined timeframe, anticipating the need to make reasonable adjustments where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Improve and maintain access to the physical environment
- Improve and maintain access to the curriculum
- Improve the delivery of written and digital information

- Ensure digital accessibility across school systems and platforms
- Ensure safe emergency evacuation for pupils with physical, sensory or medical needs through Personal Emergency Evacuation Plans (PEEPs)

Training will continue to raise awareness for staff, Trustees and Local Governors on equality issues, the Equality Act 2010, digital accessibility requirements, and inclusive curriculum design. Training will be delivered in-house or via external specialists (e.g., PSSS, OT, HI/VI teams, Surrey CC).

This Accessibility Plan should be read alongside:

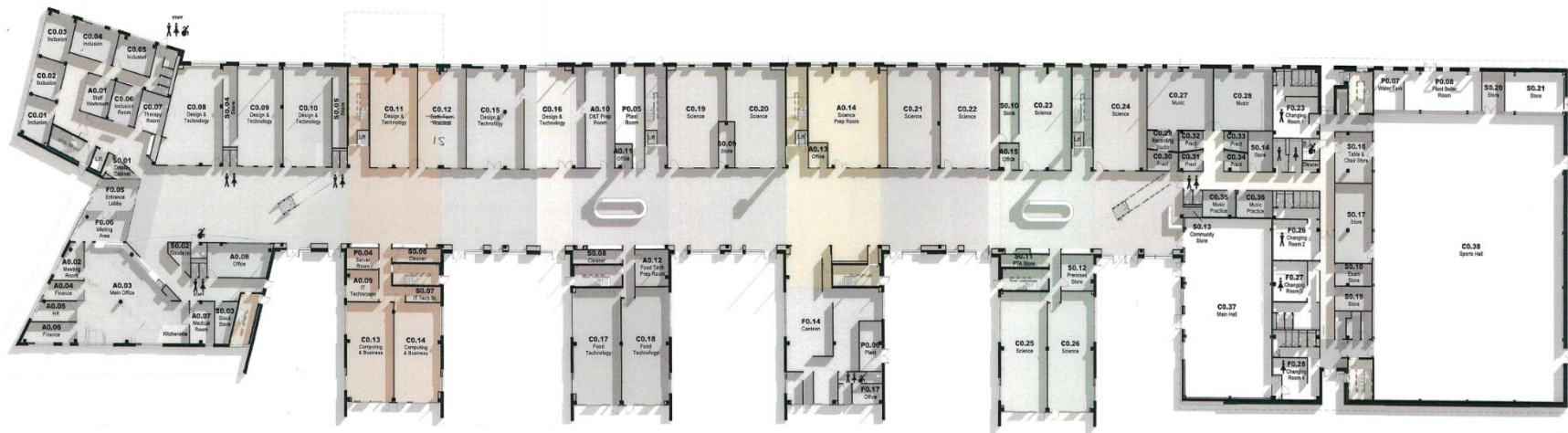
- Respectful Relationship Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Ordinarily Available Provision (OAP)
- Communication Active Classrooms Guidance
- Equality Policy

Relevant reviews and audits will be carried out in a timely manner to inform accessibility planning. The Accessibility Plan will be published on the school website and may be reviewed by Ofsted during inspection processes.

This document will be reviewed at least every 3 years, or sooner if required. It will be reviewed and approved by the Board of Trustees.

Appendix 1: A plan of the school buildings showing areas of accessibility

Ground Floor



First Floor



Second Floor



Appendix 2: Action Plan

Aim	Current Good Practice	Objectives	Actions to Be Taken	Person Responsible	Date to Complete	Success Criteria
Increase access to the curriculum for pupils with a disability and/or an additional need	School offers access to the curriculum for all pupils. Resources are tailored to individual needs. Curriculum resources include representation of people with disabilities and/or additional needs. Curriculum progress is tracked for all pupils. Targets are set effectively and reviewed regularly. Curriculum is reviewed to ensure it meets the needs of all pupils.	Ensure curriculum materials meet digital accessibility standards (WCAG 2.2 AA). Improve and manage access to all lifts. Ensure specialist/adapted equipment is ordered ahead of time. Ensure staff receive needs-specific CPD including digital accessibility tools (Immersive Reader, dictation, screen readers).	Regular lift maintenance and prompt access to engineers. CLs & SNAs to liaise early to ensure timely ordering of adaptations. Staff trained in digital accessibility tools. Students' needs reviewed regularly to identify changes in equipment or access requirements.	Facilities; Inclusion; Dept/Fac Leads; External Support Services; Surrey CC	On-going 2026/27	Students can access top-floor classrooms via lifts. Digital curriculum materials accessible to all learners. Adaptations and adjustments in place ahead of need. Staff confident in using accessibility tools.
Improve and maintain	The environment is adapted as required:	Ensure priority access to disabled toilets.	Entry codes for disabled toilets.	Facilities; Inclusion;	On-going 2026/27	Students with passes access

access to the physical environment	ramps, lifts, corridor width, disabled parking bays, disabled toilets and changing facilities, library shelves at wheelchair-accessible height, therapy/OT room.	Maintain one-way systems in stairwells and 'keep to the left' in corridors. Ensure safe emergency evacuation through PEEPs and evacuation chair training.	Reinforce corridor expectations. Annual review of PEEPs. Evacuation chair training delivered. Acoustic checks for HI pupils. Maintain low-stimulation spaces for sensory needs.	Staff and Students		toilets without barriers. Calm and orderly transitions. PEEPs in place and reviewed. Staff trained in evacuation procedures.
Improve the delivery of information to pupils with a disability and/or additional needs	Range of communication methods used: internal signage, colour-coded areas, large print resources, printed handouts, hearing device training, ICT adaptations for HI/VI, EAL provision, laptops, coloured overlays/paper.	Ensure printed and digital handouts are accessible. Ensure staff have guidance on adapting learning. Ensure digital communication (website, newsletters, parent platforms) meets accessibility standards.	Staff identify in advance who requires printed/digital content. Note this on LW Feedback sheets. SEND News includes adaptation guidance. Annual website accessibility audit. Parent communication available in alternative formats.	SENCo; All Staff	Updated signage Summer 2026; CPD delivered Sept 2026	Students consistently receive accessible materials. Staff have clear guidance. Digital communication meets WCAG 2.2 AA standards.

Appendix 3: Policy History

Version / Date	Summary of Change	Review Date	Lead Author
9	Updated to reflect DfE 2023 guidance, SEND & AP Improvement Plan, digital accessibility regulations, and strengthened emergency evacuation requirements.	Sept 2027	SENCo
8	Reviewed by SENCo	Sept 2025	HNS
7	Reviewed by SENCo	Sept 2024	HNS
6	Reviewed by SENCo with stakeholders	Sept 2023	HNS
5	Reviewed by SENCo	Sept 2022	HNS
4	Reviewed by SENCo	Sept 2021	HNS
3	Reviewed by SENCo	Sept 2020	HNS
2	Reviewed by SENCo	Sept 2019	HNS
1	Re-written to accommodate move to new school site (stakeholders consulted & contributed)	Sept 2018	HNS