SP 24 - Disability Access and Accessibility Planning Policy

RISE Learning Zone.
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Reason	Amendment Details	Author	Date
1st Issue	Updated policy	Kirsty Sanders	07.2025
2nd	Updated policy	Kirsty Sanders	08.2026

Full Policy Sign Off

Signed 

Printed Kirsty Sander

Position Director

Dated 08.2026

Disability Access and Accessibility Planning Policy

1. Purpose

RISE Learning Zone CIC welcomes and celebrates the diversity of the young people who attend our provision and is committed to promoting equality of opportunity, inclusion and participation for disabled learners.

RISE recognises that disability can affect learners in different ways and that barriers to education and participation may be physical, environmental, communication-related, curricular, social or organisational.

The purpose of this policy is to ensure that RISE takes reasonable and proportionate steps to identify and reduce barriers to participation and learning for disabled learners.

RISE will seek to ensure that disabled learners are able to access:

- the curriculum and learning opportunities
- the physical environment
- information and communication
- pastoral and welfare support
- enrichment and wider learning opportunities
- assessment and qualifications
- opportunities for progression.

This policy should be read alongside the RISE SEND, Equality, Safeguarding, Health and Safety and Curriculum policies.

2. Legislative and Regulatory Framework

RISE will have regard to its duties under relevant equality and education legislation and guidance, including the Equality Act 2010 and the associated duty to make reasonable adjustments for disabled people.

RISE will also consider the individual needs of learners in accordance with relevant SEND legislation and guidance.

Where a learner has an EHC plan, RISE will work with the relevant local authority, parents/carers and other professionals to support the delivery of the provision specified within the plan, where this is within RISE's agreed role and responsibilities.

1. Our Commitment

RISE Learning Zone is committed to:

- promoting equality of opportunity for disabled learners
- preventing discrimination and disadvantage
- identifying and removing barriers to learning and participation
- making reasonable adjustments where appropriate
- providing appropriate support based on individual need
- consulting with learners and their parents/carers where appropriate
- working with referring schools, local authorities and other professionals
- ensuring that accessibility is considered when planning activities, curriculum and changes to the learning environment
- regularly reviewing the effectiveness of accessibility arrangements
- promoting a culture in which disability is understood, respected and valued.

RISE recognises that equality does not always mean providing exactly the same support to every learner. Appropriate adjustments and support will be determined according to individual circumstances and need.

3. Identification of Accessibility Needs

Accessibility needs may be identified through:

- referral and admissions information
- discussions with the learner and parent/carer
- information from the referring school
- EHC plans
- SEND information
- professional reports
- assessments
- learner voice
- observations of barriers experienced by the learner
- risk assessments
- individual support plans.

Where an accessibility need is identified, RISE will consider what reasonable and proportionate adjustments can be made to enable the learner to participate effectively.

The learner's views will be considered wherever appropriate.

4. Access to the Curriculum

RISE is committed to ensuring that disabled learners have appropriate access to learning and the curriculum.

Depending on individual need, reasonable adjustments and support may include:

- differentiated or adapted learning materials
- additional explanation or instruction
- additional time where appropriate
- accessible formats
- large-print resources
- colour overlays
- assistive technology or other appropriate equipment
- reader or scribe support where appropriate
- alternative methods of recording learning
- adapted seating or positioning
- additional breaks
- movement or sensory breaks
- individual or small-group support
- appropriate adjustments to learning activities
- reasonable adjustments to assessment arrangements
- 1:1 tuition or support where this is appropriate and can reasonably be provided.

Where qualifications are being undertaken, RISE will follow the reasonable adjustment and access arrangement requirements of the relevant awarding organisation.

Adjustments will be considered on an individual basis and will not automatically be provided simply because a learner has a disability.

6. Teaching and Learning

Staff will consider accessibility when planning and delivering learning.

This may include:

- presenting information in different formats
- using clear and accessible language

- providing appropriate visual or practical support
- allowing appropriate processing time
- checking learner understanding
- adapting tasks and resources
- considering sensory needs
- considering physical access requirements
- providing appropriate support for communication needs.

Staff will be made aware of relevant accessibility needs and reasonable adjustments through appropriate information sharing.

Information will only be shared where necessary and in accordance with RISE's data protection requirements.

7. Access to the Physical Environment

RISE will take reasonable and proportionate steps to ensure that disabled learners can access the areas of the provision that they are reasonably expected to use.

At the Balloon Woods site, current accessibility arrangements include:

- wheelchair access to all rooms in the main building
- wheelchair-friendly paths to the main outdoor activity areas
- accessible toilet facilities
- an emergency call system within the accessible toilet.

RISE will continue to monitor the suitability of the physical environment and identify any barriers that may affect individual learners.

Where a learner has specific physical access requirements, these will be considered as part of the admissions, induction and individual support process.

Where necessary, RISE will consider:

- access routes
- classroom layout
- seating
- toilet access
- emergency evacuation arrangements
- outdoor activities
- access to specialist areas
- mobility requirements.

8. Emergency Evacuation

Where a disabled learner, staff member or visitor may require assistance to evacuate the premises, appropriate arrangements will be identified.

This may include an individual Personal Emergency Evacuation Plan (PEEP) where appropriate.

PEEPs will be developed in consultation with the individual and relevant professionals where necessary and will be reviewed when circumstances change.

Accessibility arrangements must not compromise the safety of the individual or others.

9. Access to Information

RISE is committed to ensuring that information is communicated in a way that is accessible to individual learners wherever reasonably possible.

Depending on need, this may include:

- large-print information
- accessible electronic formats
- simplified or adapted information
- visual information
- verbal explanation
- supported communication
- readers or scribes where appropriate
- staff support
- accompanied visits
- appropriate assistive technology.

Information provided to parents/carers and referring organisations will also be adapted where reasonably required to facilitate effective communication.

10. Access to Assessment and Qualifications

RISE will seek to ensure that disabled learners are not unnecessarily disadvantaged when undertaking assessments or qualifications.

Where appropriate, RISE will work with the relevant awarding organisation to identify and implement approved access arrangements or reasonable adjustments.

These may include, where permitted:

- additional time
- supervised rest breaks
- use of a reader
- use of a scribe
- use of assistive technology
- modified papers or materials
- alternative assessment arrangements.

All arrangements will comply with the rules and requirements of the relevant awarding organisation.

11. Pastoral Support and Wellbeing

RISE recognises that barriers associated with disability may affect a learner's confidence, wellbeing, attendance, behaviour or engagement.

The provision will therefore consider accessibility alongside pastoral support.

Where appropriate, support may involve:

- the learner
- parents/carers
- teaching staff
- pastoral staff
- SENDCO
- Designated Safeguarding Lead
- referring school
- local authority

- health or other relevant professionals.

The aim is to identify practical solutions that enable the learner to participate successfully in education.

12. Admissions and Transition

Accessibility needs will be considered as part of the admissions and induction process.

Where appropriate, RISE will seek relevant information from the referring school, parent/carer and other professionals before the learner starts.

This may include information about:

- physical access
- communication
- medical needs
- sensory needs
- learning needs
- equipment
- reasonable adjustments
- emergency arrangements.

Where possible, appropriate arrangements will be established before the learner begins at RISE.

13. Participation in Wider Activities

RISE will seek to ensure that disabled learners have appropriate opportunities to participate in:

- enrichment
- vocational activities
- educational visits
- outdoor learning
- careers activities
- personal development
- social activities
- transition and progression activities.

Accessibility will be considered when planning activities and visits.

Where an activity presents a potential barrier, RISE will consider whether reasonable adjustments or alternative arrangements can enable meaningful participation.

14. Working with Parents, Carers and Professionals

RISE recognises the importance of partnership working in identifying and overcoming barriers.

Where appropriate, RISE will work with:

- learners
- parents/carers
- referring schools
- local authorities
- SEND professionals
- health professionals
- other relevant agencies.

The views and expertise of those who know the learner well will be considered when developing appropriate support.

15. Accessibility and Safeguarding

RISE recognises that disabled children and young people may be vulnerable to particular safeguarding risks.

Accessibility arrangements will therefore be considered alongside safeguarding responsibilities.

Where a disability, communication difficulty or other additional need affects a learner's ability to report a concern, RISE will consider appropriate communication and support arrangements.

Safeguarding concerns will always be managed in accordance with the RISE Safeguarding and Child Protection Policy.

16. Accessibility and Equality

RISE will seek to ensure that disabled learners are not disadvantaged because of their disability.

The provision will monitor whether barriers to participation or differences in outcomes are identified and addressed.

Where concerns arise regarding discrimination, harassment or victimisation, these will be addressed through the appropriate RISE policies and procedures.

17. Accessibility Action Planning

RISE will maintain an accessibility action plan where appropriate.

The plan may identify actions relating to:

Curriculum

- accessible resources
- teaching approaches
- assessment arrangements
- assistive technology.

Physical Environment

- access routes
- classroom arrangements
- facilities
- evacuation arrangements.

Information

- accessible formats
- communication methods
- learner and parent/carer information.

Staff Development

- disability awareness
- reasonable adjustments
- accessibility
- communication needs.

Actions will be proportionate to the needs of the learners attending RISE and the resources and physical characteristics of the provision.

18. Monitoring and Review

The Senior Leadership Team will monitor the effectiveness of accessibility arrangements.

Monitoring may include:

- reviewing identified accessibility needs
- reviewing reasonable adjustments
- learner feedback
- parent/carer feedback
- staff feedback
- review of individual support plans
- review of PEEPs
- review of complaints or concerns
- review of physical access
- review of participation in activities
- review of learner progress and engagement.

Where an adjustment is found not to be effective, alternative approaches will be considered.

19. Complaints and Concerns

Any learner, parent/carer, member of staff or visitor who has concerns about accessibility should raise these with the Senior Leadership Team.

Concerns will be considered promptly and managed in accordance with the relevant RISE complaints or staff procedures.

RISE will seek to resolve accessibility concerns constructively and at the earliest appropriate opportunity.

20. Responsibilities

Directors have overall responsibility for ensuring that RISE has appropriate arrangements to promote accessibility and equality.

The **Senior Leadership Team** is responsible for:

- implementing this policy
- monitoring accessibility
- ensuring reasonable adjustments are considered
- ensuring identified actions are followed through
- ensuring staff are appropriately informed and trained.

The **SENDCO** will support the identification and implementation of appropriate adjustments for learners with SEND and disabilities.

All staff have a responsibility to:

- promote inclusion
- identify barriers to participation
- follow agreed reasonable adjustments
- treat disabled learners with dignity and respect
- raise concerns where accessibility barriers are identified.

Learners are encouraged to communicate their needs and identify barriers that affect their participation wherever they are able to do so.

21. Future Plans

RISE will continue to review and improve its accessibility arrangements.

Future improvements will be informed by:

- the needs of current and prospective learners
- learner and parent/carer feedback
- staff feedback
- changes to the physical environment
- changes in technology
- professional advice
- changes in legislation or guidance
- identified barriers or incidents.

Where appropriate, RISE may seek advice from relevant disability, accessibility or specialist professionals.

22. Policy Review

This policy will be reviewed annually by the Senior Leadership Team and approved by the Directors.

It will also be reviewed sooner where there are significant changes to legislation, guidance, the RISE premises or the needs of learners.