



Accessibility Action Plan

Originator F Ackroyd
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Ripley ITT SCITT
Ripley St Thomas CE Academy
Ashton Road
Lancaster
LA1 4RS

t. 01524 64496

e. ITT@ripley.lancs.sch.uk

Website: www.ripleyITT.co.uk

Document Control

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Roles and Responsibilities

The Trust has overall responsibility for the effective operation of this action plan. The **Executive Steering Group** is responsible for approving this action plan and monitoring its effectiveness.

The Executive Steering Group is responsible for ensuring that staff are treated fairly and consistently in the application of this policy and procedure.

The Executive Steering Group has delegated day-to-day responsibility for operating the plan to the SCITT Director. The SCITT Director has specific responsibility to ensure the fair application of this plan and that procedures are followed.

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if: a) He or she has a physical or mental impairment, and b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

- To increase the extent to which disabled trainees can participate in ITT – Ripley ITT’s key objective is to remove and eliminate barriers to access to the training and to

ensure full participation for trainees and prospective trainees with a disability.

- To improve the physical environment of the school to increase the extent to which disabled trainee can take advantage of training
- To improve the delivery of information to disabled trainees

Aim 1 To increase the extent to which disabled trainees can participate in ITT – Ripley ITT’s key objective is to remove and eliminate barriers to access to the training and to ensure full participation for trainees and prospective trainees with a disability.

Targets	Actions	Timeframe	Responsibilities	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice	Comply with the Equality Act 2010	Ongoing	Director	All policies clearly reflect inclusive practice and procedure
To establish effective liaison with trainees	Trainee tutorials Learning Support Plan Evaluations	Ongoing	SCITT Tutors Mentors	Trainees feel well supported
To liaise with partners for trainees with additional needs	QA visits and collaboration with school partners	Ongoing and as required	SCITT Tutors School partners – mentors and headteachers	Advice implemented and impacts upon trainee progress
To ensure full access to the training	Adapted training with alternatives offered Targeted intervention Specific equipment	Ongoing and as required	SCITT Tutors	Trainees access an appropriate training package Strategies evident in training
To review attainment of all SEND trainees	Tutor/Director monitor assessment reviews analysed Regular liaison with trainee, mentor and tutor Evaluation of the progress of SEND trainees in the SED	3x per year to coincide with the Key Assessment Points	SCITT SLT Mentors	Progress made against the Ripley ITT curriculum strands
To deliver findings to the Executive Steering Board	Report on progress at Executive Steering Board	4x per year to coincide with the Executive Steering Board	Board members	Executive Steering Board fully informed about progress of SEND

Aim 2 - To improve the physical environment of the school to increase the extent to which disabled trainee can take advantage of training

Targets	Actions	Timeframe	Responsibilities	Success Criteria
Improve physical environment of training environment	<p>To create access plans for individual disabled trainees as part of the process when required</p> <p>Be aware of trainees' access needs and meet as appropriate</p> <p>Through tutorials, questions and discussions find out the access needs of trainees</p> <p>Consider access needs during recruitment process</p> <p>Liaise with appropriate partners when arranging placement schools</p>	Ongoing	SCITT SLT School partners	Trainee needs are met and reasonable adjustments made
Layout of training to allow access for all trainees	Consider needs of trainees when considering placement of a trainee	As required	SCITT SLT School partners	Trainee able to access training facilities
To ensure that the medical needs of all trainees are met within the capability of the training centre	<p>To complete all medical paperwork</p> <p>Establish individual protocols as needed</p>	With immediate effect	Director School partners	Medical needs met, monitored and trainee able to fully access education

To ensure access (driveway, roads, paths around the centre) are safe	Clear expectations of site use/access	Ongoing	Director Site staff	Trainees able to access training safely
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Aim 3 - To improve the delivery of information to disabled trainees

Targets	Actions	Timeframe	Responsibilities	Success Criteria
To enable improved access to written information for trainees with VI	<p>Raise awareness of font size and page layouts to support trainees with visual impairments</p> <p>Audit the SCITT resources to ensure the availability of large font and easy read texts will improve access/known where to access texts</p> <p>Audit signage around the centre to ensure that is accessible to all</p>	Ongoing as required	SCITT SLT	All trainees can access training materials and resources
To review trainee's records ensuring school's awareness of any disabilities	Information collected about trainees and personnel records updated	Half-termly and as required	SCITT SLT	Awareness of all relevant staff regarding additional needs of trainees