



RIPLEY ITT

## Accessibility Policy

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](mailto:ITT@ripley.lancs.sch.uk)

**Website:** [www.ripleyITT.co.uk](http://www.ripleyITT.co.uk)

## Document Control

<b>This document has been approved for operation within:</b>	<b>Ripley ITT</b>
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<b>Owner</b>	<b>SCITT Director: Felicity Ackroyd</b>
<b>Version</b>	<b>V1.0</b>

## Roles and Responsibilities

The Trust has overall responsibility for the effective operation of this policy. The **Executive Steering Group** is responsible for approving this policy 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 policy to the SCITT Director. The SCITT Director has specific responsibility to ensure the fair application of this policy and that procedures are followed.

## Introduction

As a Rights Respecting School, the following articles taken from the UNCRC, underpin a child's rights within this policy.

- Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions affect you.
- Article 16: You have the right to privacy.
- Article 23: You have the right to special care if you have a disability, as well as all the rights in the CRC, so that you can live a full life.
- Article 24: You have the right to the best health care possible.
- Article 28: You have the right to a good quality education. You should be encouraged to study to the highest level you can.

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

The Accessibility Plan is structured to complement and support the partnership's Equality Objectives, and will similarly be published on Ripley ITT website. Ripley ITT understands that the partnership's activity will be monitored under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Accessibility Policy

Ripley ITT is committed to providing an environment that enables full training access that values and includes all pupils, trainees, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Ripley ITT is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the partnership.

Ripley ITT's Accessibility Plan shows how access is to be planned for disabled trainees within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for trainees with a disability, expanding the training as necessary to ensure that trainees with a disability are as, equally, prepared for life as are the able-bodied pupils (If a school fails to do this they are in breach of their duties under the Equalities Act 2010)
- Improve and maintain access to the physical environment of the partnership, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to trainees with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Centre-based training will recognise the need to continue raising awareness for trainees on equality issues with reference to the Equality Act 2010. The Accessibility Plan for physical accessibility relates to the Learning Support Plans, which remains the responsibility of the SCITT Director. A Learning Support Plan will be completed by Ripley ITT and the school prior to the start of each period. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the Ripley ITT website. The Accessibility Plan will be monitored by the SCITT Director.