Rodbourne Cheney Primary School

<u>Accessibility Plan</u>

Key Document details:			
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Rodbourne Cheney Primary, we want all children to enjoy school, to be challenged to achieve their very best and to become active members of the community. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' individual needs. We offer a broad and balanced curriculum and have high expectations for all children. We are a Values-based Education school.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We are part of the White Horse Federation (MAT.)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including our school council (pupils), parents and governors.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory

impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a curriculum that can be accessed for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	Ensure all staff are aware of disabled children's curriculum access	Training to be held Staff audit Information sharing/ multi agencies working together	SENCO/ Principal	Ongoing	Increased knowledge and awareness so that it supports the needs of all children
		Increase staff confidence in differentiating the curriculum	Quality First Teaching Personalised lesson provision where appropriate	Teaching staff SENCO/ Principal	Ongoing	Raised staff confidence / good outcomes for all learners
		Ensure that PE curriculum is accessible to all	Staff training Work with appropriate agencies e.g. occupational therapists	PE lead/ SENCO/ Principal	Ongoing	All learners to have access to Pend be able to make progress excel in lessons
		All educational visits to	Ensure all trips are suitable and appropriate	EVC/Principal/	As required	All learners to be able to access educational

			be accessible to all	for learners	SENCO	visits fully
		Ensure all pupils with disabilities are making progress academically and socially	Personalised learning plans; pupil progress meetings, SEN reviews	Teaching staff SENCO/ Principal	Ongoing	Monitoring systems are effective in monitoring academic and social progression
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Classroom resources to be at an accessible height*	The school is aware of the access needs of disabled pupils parents, staff etc	Create access plans for disabled pupils; be aware of staff, parents access needs Consider access arrangements during recruitment process	SENCO/ Principal/Estates team	As required	Access plans in place for pupils; parents have full access to school activities
		Ensure all disabled pupils can be safely evacuated	Personal Emergency Evacuation plans (PEEP) are in place and reviewed	SENCO/ Principal/Estates team	As and when necessary	All disabled pupils and staff are confident in the event of a fire
		Ensure all fire escape routes are suitable for all and free from obstruction at all times	Ensure staff are aware of the need to keep fire escapes clear; review the means of escape for disabled visitors/pupils and staff	Estates team/ Principal	As necessary	All common facilities are located on ground level with ramp access, all fire escapes are kept clear and pupils have safe exit and all times
		Ensure hearing impaired and visual impaired children are supported	Liaise with SBC impairment practitioners on supporting children	SENCO	As and when required	All children have access to the correct equipment and provision to support

						their learning
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Large print resources* • *Coloured paper* • *Pictorial or symbolic representations*	Ensure information to parents is accessible	Clear print and without jargon as appropriate. School office to support and help parents access information/ complete forms/ It to be made available	Office staff	Ongoing	All parents receive or have help to receive information in a form that they can access
		Ensure all staff are aware of guidance on accessible formats	Dyslexic screener be used to identify children; coloured paper to be used for books and also board work	Teachers and teaching assistants	Ongoing	Accessibility to reading / writing materials to support learning
		Annual review information to be accessible	Any children's plans to be shared with child and family and other professionals where necessary	SENCO	Ongoing	All agencies involved with child have clear understanding
		Information to accessed in other languages if needed	Access to translators, sign language interpreters to be considered and offered if possible Communications to be offered in preferred language	SENCO/EAL lead	As required	All parents have access to all communication which will support their child's learning

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal and Local Board of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building			
Corridor access				
Lifts	No lifts in school			
Parking bays				
Entrances	Ramp to front entrance for wheelchair access			
Ramps	To entrance of school			
Toilets	One disabled toilet which is suitable for wheelchair users			
Reception area	Double doors to allow ease of			

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	access			
Internal signage				
Emergency escape routes	Fire exits	Fire alarm to be practised termly in order to be continuously reviewed	Site manager/ Principal	Ongoing