



## **Accessibility plan 2024 - 2027**

### **Rawdon St Peter's C of E Primary**

Approved:	13 <sup>th</sup> November 2024
Reviewed:	November 2027
Governors' Committee:	Resources and Finance
Responsible Officer:	Headteacher

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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.

We are committed to providing a rich and caring environment, where each child is valued, nurtured and feels cared for and secure.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

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 pupils, parents, staff and governors of the school.

## 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It is based on the audit carried out by Nicola Millington September 2021

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The specific needs of individuals are met during statutory examinations.</p>	<p>To ensure the Curriculum is changed annually to meet the needs of the current cohort. Additional needs/resources for pupils with disabilities will be addressed as required. This can be termly/ half termly and is continuously accessed by SENCO / teachers.</p>	<p>Year groups review planning each half term to ensure curriculum is accessible to all pupils.</p> <p>To ensure resources meet the needs of identified pupils.</p> <p>Ensure teacher feel confident in meeting the needs of pupils in their classroom.</p> <p>Ensure access arrangements are in place for all statutory examinations.</p>	<p>Individual class teachers</p> <p>SENDCO</p> <p>SENDCO</p> <p>SLT</p>	ongoing	All pupils access an appropriate and differentiated curriculum, all pupils experience success.

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing suite</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>To ensure facilities are maintained as part of site maintenance schedule.</p>	<p>Ensure carpark disabled spaces are always available. Carpark access will be limited to Staff &amp; Visitors.</p>	<p>V Huzzey</p> <p>V Huzzey</p>	<p>ongoing</p>	<p>All staff, pupils and visitors have access to the site and facilities</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Carpeted classrooms to aid pupils with hearing impairment.</li> <li>• Learning environments</li> </ul>	<p>Voice amplifier to be provided for member of staff with voice care RA.</p> <p>To ensure pupils with dyslexia/ Irlen's Syndrome have access to coloured exercise books/paper.</p> <p>Ensure displays contain relevant information which supports the learning objective.</p>	<p>None. Reviewed as and when specific/additional needs change.</p> <p>Monitor learning environments as part of learning walks.</p>	<p>Teachers / SLT</p>	<p>Ongoing</p>	<p>All staff, pupils and visitors have access to information</p>

## **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 Governing body.

## **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 and disability (SEND) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Two story KS2 building accessible via steps.</p> <p>Three classrooms located on second floor in KS2 building. Three classrooms at ground floor level, all ground floor entrances are wheelchair accessible. Yr 5/6 pupils currently use the second floor.</p>	Monitor annually in light of pupil intake	Head and Site Superintendent	On going
Lifts	None			
Parking bays	Two disabled bays available.			
Entrances	Ramp access to KS2 Ground floor and KS1 building			
Ramps	Ramps to all main school entrances. School has portable ramps to give access to curbs.			
Toilets	DDA compliant toilets to KS1			

Reception area	Lower open reception enabling visibility for all			