



## Rudgwick Primary School Accessibility Plan November 2020 - 2023

### Our vision:

Rudgwick Primary School aims to be a community where everyone is **inspired** by a love for learning, is supported and encouraged to **believe** in themselves and is enabled to **achieve** success.

**Review by: Head Teacher**

**Approve by: Head Teacher**

**Date for review: 21/11/2023**

**Review frequency: 3 years**

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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 an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are 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 school.

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. The Rudgwick Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated in March 2020.

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.

## 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.

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 progress is tracked for all pupils, including those with a disability.</p>	Children to have access to Clicker 8 writing programme.	<p>Purchase License for Clicker 8</p> <p>Staff training on use of Clicker 8</p> <p>Clicker 8 being used by focus children to support writing in the classroom.</p>	<p>SN</p> <p>SM</p> <p>All staff</p>	2021	Clicker 8 supporting the writing for targeted pupils in the classrooms.
	<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>Response to Covid-19 – greater focus on mental wellbeing.</p>	Accessibility of IT resources considered for pupils in the classroom.	<p>Personalised profile for fonts/screen colour used with Clicker 8</p> <p>Classrooms vary the background colour and font in the classrooms to suit pupils</p>	All staff	2021	Personalised settings used on It equipment to support focus children.
		Inclusion training for staff to ensure access to the curriculum for all pupil	<p>Speech and Language training NELI (HE and KM)</p> <p>Mental Health awareness training</p> <p>Mindfulness in the</p>	<p>Specialist TA</p> <p>Teachers &amp; TAs</p>	<p>2020</p> <p>2021</p>	Increased access to the curriculum; SEND pupils making good progress.

			classroom	Teachers	2021	
Improve and maintain access to the physical environment	<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 toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Gain advice regarding access – pathways and grab rails to improve access around the back of the school building and into the meadow area.</p>	<p>Children with restricted mobility will be able to gain access right the way around the outside of the school as their able bodied peers would.</p> <p>Replace steps to meadow</p>	PW	2020	
		<p>As ongoing redecoration is completed consider colour schemes that may help visually impaired children in future intakes</p>	<p>School will be better prepared for having a visually impaired child on role.</p>	PW	2020	
Improve the delivery of information to pupils with a disability	<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>• Large print resources</li> <li>• Coloured overlays</li> <li>• Pictorial or symbolic representations e.g. Communication in Print</li> </ul>	<p>Improve access to information relating to provision for disabilities</p>	<p>Ensure all information is available and updated on the school website.</p>	SN	2023	<p>All relevant policies for parents available on the school website (allowing to be viewed in different sizes)</p>
		<p>Ensure information is accessible for any parents who may have a disability</p>	<p>Periodically survey parents into find out if any special provision is required and make suitable adaptations to meet these needs.</p>	SN	2023	<p>Improved access to written information for visual impairment.</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 Head teacher and will be monitored through the Full Governing Body.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Learning and Teaching Handbook
- Single Equality Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs and Disabilities Policy
- Behaviour Management Policy
- School Development Plan
- School Prospectus and Vision Statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. 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 school website.

## 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 respon.	Date to complete
Number of storeys	Single storey	None		
Corridor access	Corridors wheel chair width & doors are able to be pinned back	Daily check for obstructions	Premises Officer	On-going
Lifts	N/A			
Parking bays	No designated bay	Disabled visitors to use staff car park. SLT to look at installing a bay subject to funding	SLT	On-going
Entrances	Automatic doors to front of building, other outer doors can be pinned back, low level handles.	Doors to be regularly maintained	Business Manager	On-going
Ramps	Ramp access available from playground	Access to be kept clear of debris & surface maintained	Premises Officer	On-going
Toilets	3 Disabled toilets available	Daily check for obstructions	Premises Officer	On-going
Reception area	Automatic door access & low level desk with wheel chair	None		

	access beneath			
Internal signage	Room name plates & door operation signage at low level	None		
Emergency escape routes	Automatic door or manual door operation at low level	Daily check for obstructions	Premises Officer	On-going