

# ACCESSIBILITY PLAN

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The Rivers C of E Academy Trust

Approved by:	Director of Learning Development & Inclusion
Approved on:	
Next review date:	

## Links with other policies

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

- › Health and safety policy
  - › Equality information and objectives (public sector equality duty) statement for publication
  - › Special educational needs (SEN) information report
  - › SEND policy
  - › Supporting pupils with medical conditions policy
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This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

## Aims

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Northwick Manor Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors 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 time frame.
5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan will be published on the school website.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

## Accessibility Plan

Facilities already in place	
<p>The school is on one level with all classrooms having emergency exits straight outside.</p> <p>There are two halls one of which can be accessed via a slope if needed.</p> <p>There is a disabled changing room, with adjustable toilet and sink, hoist and a shower which has access through a side door or direct through the EYFS block. An emergency pull alarm is in place and sounds in the EYFS office.</p> <p>Ramps around school are marked in yellow paint.</p> <p>There are disabled toilets throughout the school with handrails and emergency pull alarms in place, which sound out in the main office.</p> <p>The school can be accessed via a slope onto the KS2 playground.</p> <p>The school has a designated disabled car parking space.</p>	

### Improving the Physical Access

Target	Strategy/Action	Outcome
<p>Fire exits in the older 5/6 and 3/4 classrooms are too narrow for adult wheelchairs. The door frames at the bottom is slightly too high to get the wheelchair over without support.</p>	<p>School is to ensure that as the building is repaired/alterd that wheelchair access is taken into planning consideration</p>	<p>To ensure all school users can exit quickly and safely.</p>

To ensure that both art areas and the cooking room are accessible to all disabled users, eg sink, furniture, counters	Any future purchases of furniture etc are to be adjustable so that all can use. Areas to be kept as clear as possible so all can access	To ensure all school users can access all areas and equipment safely and effectively.
To improve the use of hall 2 (main hall). The slope is considered too steep for wheelchairs. Fire exit door frame is too high to get wheelchair over without support	School to consider replacing the ramp, not urgent as the ramp is suitable. School is to ensure that as the building is repaired/altered that wheelchair access is taken into planning consideration.	To ensure all school users can exit quickly and safely.
The lunchtime tables are not suitable for a wheelchair	Future purchases of furniture must be adjustable ensuring that wheelchair users can have access to all areas.	To ensure all children have the same

### Improving the Curriculum Access

Target	Strategy/Action	Outcome
<p>To improve outcomes for all children with SEND</p> <p>To develop staff knowledge and confidence supporting the needs of pupils displaying challenging behaviour in school.</p> <p>To develop quiet, calm areas in school with reduced sensory stimulation</p>	<p>To ensure they achieve key skills and are appropriately supported and challenged in all areas of the curriculum through adapted learning opportunities and accessibility (technology) reducing barriers to learning.</p> <p>To further <b>develop</b> and refine adaptive learning opportunities (including the use of technology - Evergreen) across all subject areas to ensure that they are tailored to meet the needs of every child, especially our vulnerable learners (disadvantaged, SEND and lower attaining pupils), <b>so that</b> we enable them to independently access the curriculum, make expected or better progress and attain standards that are well above</p>	

	national in the core subjects	
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**Improving the Delivery of Written Information**

<b>Target</b>	<b>Strategy/Action</b>	<b>Outcome</b>
To ensure all school correspondence are available (if requested) in alternative languages/formats	School office to ensure where at all possible all request for alternative formats are met.	To improve communication and to meet all individual needs.