

ACCESSIBILITY PLAN

The Rivers C of E Academy Trust

Approved by:	Director of Learning Development & Inclusion
Approved on:	September 2023
Next review date:	July 2026

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. The school recognises its duties under section 149 of the Equality Act 2010 (Public Sector Equality Duty) to have due regard to the need to eliminate discrimination, advance quality of opportunity, and foster good relations between people who share a protected characteristic and those that do not. 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	
• The school is on one level with all classrooms having emergency exits straight outside. • There are two halls, one of which can be accessed via a slope if needed. • Disabled changing room, with adjustable toilet and sink, hoist and a shower. Access to the changing room is either through a side door from outside or directly through the EYFS block. • Disabled toilet with handrails near the school office so all can have access. • Disabled toilets in Key stage 2 with handrails and is accessible for all.	• School is accessed via a slope onto the KS2 playground. • Ramps around school are marked in yellow paint. • Disabled parking bay at the front of the building entrance. • There are several staff working spaces to ensure accessibility for all staff. • Clear access routes around school.

Improving the Physical Access

Target	Strategy/Action	Outcome
Ensure corridor areas and cloakrooms are kept clear of obstructions.	Ensure that children's belongings in cloakrooms are kept clear of obstructions. Corridors to be kept clear.	Corridors and cloakrooms are clear so these spaces are accessible for all.
Fire exits in the older 5/6 and 3/4 classrooms are too narrow for adult wheelchairs. The door frames at the bottom are slightly too high to get the wheelchair over without support.	School 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.

To ensure that 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 users can access these areas. Areas to be kept clear of obstructions as much as possible so all can access.	To ensure all school users can access all areas and equipment safely and effectively.
Fire exit door frame in Hall 2 is too high to get wheelchair over without support.	School is to ensure that as the building is repaired/alterd 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 school pupils can access lunchtime tables.

Improving the Curriculum Access

Target	Strategy/Action	Outcome
To ensure that our universal plus offer meets the needs of all learners.	Children with SEND are appropriately supported and challenged in all areas of the curriculum through adapted learning opportunities and accessibility reducing barriers to learning. Curriculum planning takes into account all pupil needs and ensures access to learning.	All SEND children have access to the whole broad and balanced curriculum on offer.
To develop staff knowledge and confidence supporting the needs of pupils.	Deliver regular staff training on inclusive teaching strategies and training specific to individual pupils' needs.	Staff confidence and skill in inclusive practice increases and expertise in supporting individual pupils' needs.
Classrooms and learning environments are organised to promote participation and independence of all pupils.	Classroom layouts reviewed to meet pupils needs.	Staff and pupils can access the classrooms and learning environments.
Ensure all pupils are able to access out of school activities such as trips.	Risk assessments for school trips to highlight adjustments that need to be made.	Staff and pupils can access the trips with adaptations where necessary.
Ensure that afterschool clubs and wraparound care provision facilities are accessible for all children	Make adaptations to the environment where necessary in order to allow for accessibility.	Afterschool clubs and wraparound care is accessible for all pupils

Improving the Delivery of Written Information

Target	Strategy/Action	Outcome
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. Ensure that staff are aware of the needs of individual pupils and parent/carers in order to provide sufficient support. Ensure all key information is accessible via the school website.	All parents/carers will be up to date and well informed of school information Parents/ carers will feel fully informed about their children and engage with their child's learning. Parents/carers will be able to access all school documentation All school information available for all who request it.