

# Accessibility Plan

## Royton Hall Primary School



Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that:

“Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years (or sooner if required) and approved by the Governing Body. This review process can be delegated to a committee of the Governing Body, an individual or the head teacher.

The current plan will be appended to this document.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Royton Hall Primary School is 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.

Royton Hall Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Head Teacher, Health and Safety Officer, SENCO, Site Manager and the Governors.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

## **Aims and Objectives**

### **Our Aims are to:**

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information,

Our objectives are detailed in the Action Plan below

## **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For children, a form is completed for new arrivals and this is updated at the beginning of every academic year. Detailed care plans are written with parents/children where required and these are distributed to teachers. Any supply teachers are made aware and given access to this information.

## **Physical Environment**

The school environment is evaluated regularly in conjunction with the local authority to ensure it meets the needs of all learners in school.

## **Curriculum**

Every effort is made to ensure that our curriculum provision is accessible to all learners in school.

## **Access Audit**

This school was a new build in 2009 and fulfils all the current accessibility guidelines.

# Action Plan

## *Access to the Physical Environment*

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers.</p>	<p>Create individual plans/risk assessments for individual children with a disability/health needs as part of an assessment of individual need.</p> <p>Access is also considered in the short term for anyone with temporary access issues. An individual risk assessment is completed by the SBM and discussed with the staff involved. This is also then shared with the parents who can add/amend details.</p>	<p>As required</p>	<p>SENCO / Class teacher/Site Manager/ Health and Safety Officer</p>	<p>Plans/risk assessments will be in place for disabled pupils when required, and all staff will be aware of pupils' needs.</p>
<p>Ensure the school community is aware of access issues</p>	<p>Reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school. Additional needs regarding special entry/seating requirements are requested prior to events at school e.g. Christmas Concerts and these requests are met wherever possible (in line with health and safety requirements)</p>	<p>Ongoing process</p>	<p>Head teacher via newsletter</p>	<p>All staff &amp; governors are confident that their needs are met.</p> <p>Parents have full access to all areas of school.</p> <p>Continuous monitoring to ensure any new needs arising are met.</p>
<p>Ensure everyone has access to main school reception area</p>	<p>Check that nothing is preventing wheelchair access/ensure the area is clear of obstructions</p>	<p>Regular checks Ongoing Health and Safety Walks</p>	<p>Site Manager / Health &amp; Safety rep/ Head teacher</p>	<p>Disabled parents / carers / visitors feel welcome.</p>

	Disabled parking spaces marked in car park		Site Manager/Health & Safety rep/ Head teacher	Disabled visitors to school can park in close proximity
Maintain safe access for visually impaired people	Check condition of yellow painted edges on steps Check condition of textured paving Check exterior lighting is working on a regular basis	Regular checks Ongoing Health and Safety Walks	Site Manager/Health & Safety rep/ Head teacher	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Lights fitted near front door and exterior of building.
Ensure all disabled people can be evacuated safely.	Ensure a personal emergency evacuation plan (PEEP) for disabled pupils.  Evacuation chairs are available within school for use in an emergency.  Electronic signing in system identifies visitors requiring help in the event of evacuation.	Autumn Term (or at point of entry for pupil if this is not at the start of an academic year)	SENCO/Class Teacher/Health and Safety Rep	All disabled pupils and staff working with them are safe in the event of a fire. There is supervision for disabled children who would need help in the event of an evacuation. Wheelchair users can be evacuated quickly and easily.
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of the need to keep fire exits clear.	Daily Ongoing reminders and regularly reviewed during Health and Safety Walks	All Staff/Head Teacher	All disabled personnel and pupils have safe exit from school.

## Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure teachers and support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO/Head Teacher	Raised confidence in all staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Training from multi-agencies when necessary e.g. School Health, QEST etc. Ensuring key strategies are put into place to make sure the learning environment in each class matches the needs of the individuals e.g. visual timetables, wobble cushions, angled boards, coloured overlays etc as required	Ongoing	SENCO/Class Teacher	All staff are aware of individual children's needs and make adjustments accordingly
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability via the EVOLVE system/risk assessments. Liaise closely with child's parents/carers to discuss how visit could be adapted e.g. on local walk, child could walk one way and be collected by parent/carer for return journey	Ongoing	Head Teacher, Health and Safety Rep/ SENCO/ External Agencies	All pupils are able to access school trips and take part in a range of activities where possible.
Ensure PE is accessible to all pupils	Appropriate planning	Autumn Term	SENCO and PE Coordinator	All pupils have access to PE and are able to excel.
Review curriculum areas to take account of disability issues	Include specific reference to disability equality in curriculum policies	Autumn Term	SENCO and Head Teacher	Gradual introduction of disability issues into all curriculum areas.

Ensure disabled children can take part equally in lunchtime and before/after school activities	Discuss with staff and people running other clubs after school. Consider level of support and any adaptations necessary for child to take part	As Required	SENCO and Head Teacher	Children with disabilities feel able to participate equally in out of school activities. TAs may be assigned to work with specific children to allow them to access provision.
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### **Access to Information**

Targets	Strategies	Timescale	Responsibility	Success Criteria
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents to notify us about preferred formats for accessing information eg braille, other languages etc and put these in place as and when needed.	Annually	SENCO/ Head Teacher	Staff more aware of preferred methods of communication. Parents feel included.

Updated by A O'Malley (Inclusion Lead March 2021)