



Richardson Endowed Primary School

Accessibility Plan

Approved by:	Mr M Fearn (Headteacher)	Date: 28.11.2023
Last reviewed on:	22.04.2024	
Next review due by:	28.11.2026	

Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Statement of intent

This plan outlines how Richardson Endowed Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake a regular Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid.
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

3. Action plan

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs. • The curriculum has been reviewed recently to ensure it meets the needs of all pupils. 	<ul style="list-style-type: none"> • To ensure that all staff now engage with new SEND practices to improve target setting, planning and assessment for relevant pupils. • To include on provision maps/planning how lessons will be adapted to meet the needs of all pupils. • To improve provision for pupils with SEND. • To improve the attainment and participation of pupils with social, emotional and mental health difficulties. 	<ul style="list-style-type: none"> • To monitor staff input into one-page profiles, IEPs, provision maps and planning and ensure all new practices are embedded and link to planning. • Monitor and evaluate the main SEN in our school. From this, facilitate specific training. • To develop our pastoral care across the school • To address barriers to education for pupils with SEMH • Complete CPD for staff on emotion coaching and implement it practice in school. • Complete CPD on sensory processing and implement practice in school. • Purchase 'Formative Footprints' to assist in assessment of children with SEND. 	<ul style="list-style-type: none"> • SENCO • SENCO • SENCO • SENCO • SENCO • SENCO • SENCO 	<ul style="list-style-type: none"> • March 2024 • March 2024 • September 2024 • January 2025 • November 2023 • December 2023 • October 2024 	<ul style="list-style-type: none"> • It is made clear on provision maps how all learners will be supported across the curriculum. • All staff are trained appropriately in emotion coaching and sensory processing. • Barriers for children with SEMH are reduced across the school. • New assessment system helps to track progress in children with additional needs. • All staff will have attended CPD opportunities to help meet the needs of SEND pupils. • SEMH needs being met more effectively.

Maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps to avoid all steps • Corridor width • Disabled and door widths. • Disabled parking bay • Disabled toilet/shower and changing facilities 	<ul style="list-style-type: none"> • Ensure all adaptations are monitored and maintained in good, working order. 	<ul style="list-style-type: none"> • Ensure edges of steps to the playground and steps from the train platform are painted in contrasting paint colours. 	<ul style="list-style-type: none"> • SBM 	September 2024	<ul style="list-style-type: none"> • Step edges are clearly defined with high contrast markings to assist anyone with visual impairment.
		<ul style="list-style-type: none"> • To provide pupils with SEMH needs a safe space. 	<ul style="list-style-type: none"> • To set up somewhere in the school specifically for children to emotionally and/or sensory regulate. • Set up a lunchtime 'Sanctuary' club, staffed by trained Teaching Assistants with a knowledge of the pupils and relevant training in sensory processing and emotion coaching. 	<ul style="list-style-type: none"> • SENCO 	July 2024	<ul style="list-style-type: none"> • Children with SEMH needs have a safe space to self-regulate at lunchtimes when needed. • Children have access to staff over lunchtimes to talk through any issues.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • To develop our school into an ASD friendly school with an inclusive approach. • Provide autism advocate training and then roll out to the whole staff. 	<ul style="list-style-type: none"> • To introduce elements over the academic year incorporated across the whole school in every classroom. This will begin with visual timetables and pictorial and or symbolic representations around school. 	<ul style="list-style-type: none"> • SENCO 	September 2024	<ul style="list-style-type: none"> • ASD friendly environment around the whole school.

1. 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/or relevant members of the Governing Body.

2. 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 (SEN) information report

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building	No actions required	n/a	n/a
Corridor access	Corridors and doors allow for wheelchair access	No actions required		
Lifts	n/a	No actions required		
Parking bays	There is one disabled parking bay in the lower school car park.	Consider disabled parking bay in top car park.	Mark Trimbee	September 2024
Entrances	Entrances are accessible for all.	No actions required		
Ramps	Ramps are available in the playground to avoid the only steps in the school which are in the playground.	No actions required		
Toilets	There is one accessible toilet with showering facilities	No actions required		
Reception area	Reception area is accessible on one level with no steps for access.	No actions required		
Internal signage	Doors are labelled	To ensure areas around the school are clearly labelled and signposted, including pictures and symbols.	Lisa Goodwin Lucy Brooks	September 2024
Emergency escape routes	All emergency exits are accessible to all.	No actions required		