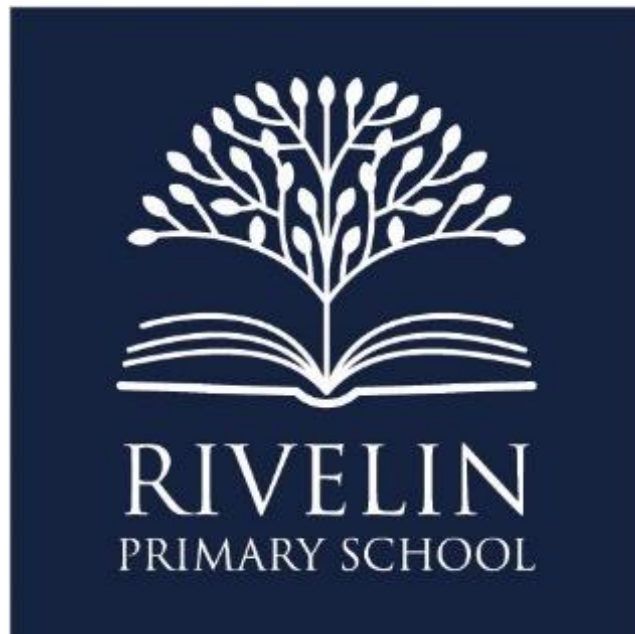


Accessibility plan

Rivelin Primary School



Approved by:

[Name]

Date: [Date]

Last reviewed on:

[Date]

Next review due by:

[Date]

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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 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

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 promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond. We believe that this combination enables pupils to succeed now, in the next phase of their learning and for future success. Our goal is for individuals to be all-rounded, life-long learners.

We are committed to ensuring that no one is discriminated against, or at an unfair disadvantage, due to their sex, race, disability, religion or belief or sexual orientation.

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.

Sheffield Local Authority have also published guidance on supporting pupils with disabilities in school. You can find this guidance here: <https://www.sheffield.gov.uk/sites/default/files/docs/your-city-council/equalities/Reasonable%20Adjustments%20for%20Disabled%20Pupils%20Guidance.pdf>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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 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.

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	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 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 is reviewed to make sure it meets the needs of all pupils • There is a strong culture of the development of oracy skills within the curriculum 	<p>Barriers to curriculum access are identified and rectified to ensure all pupils can access the school curriculum</p>	<p>Head teacher/SLT Curriculum Leaders Class Teachers</p>	<p>Ongoing</p>	<p>All pupils will be able to access the school curriculum and make progress with their learning</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Audit of physical environment to be carried out annually</p> <p>Access requirements considered as required</p>	Site manager SENCO	<p>Autumn Term</p> <p>As required</p>	All pupils will be able to access all areas of the school
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Makaton • Working with external providers e.g. hearing impairment, ASD, Educational Psychology 	<p>In print software to be purchased for the school</p> <p>Consideration of any adaptations to printed materials will be carried out</p>	<p>SLT</p> <p>Class Teacher</p>	<p>Start of Spring Term</p> <p>Ongoing</p>	All pupils will be able to access information that is shared with them
Develop the range of learning resources that are accessible for students with a disability	<ul style="list-style-type: none"> • Regular audits of equipment in school is carried out • A selection of resources are available in school • Further resources will be ordered when a need is identified 	Review curriculum resources and audit of staff training requirements	Head teacher/SLT	Ongoing	Students with SEND have increased access to curriculum materials. All teachers are able to meet children's needs and ensure they can access the curriculum.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Teachers continue to develop their knowledge of different teaching and learning styles	<ul style="list-style-type: none"> • Ongoing CPD (all staff/ individual needs) identified and carried out • Focus on 5 a day principle of teaching and learning • Staff understand that pupils learn in different ways 	Identify further opportunities for CPD as required	Head teacher/SLT	Ongoing	Teachers use a range of teaching and learning strategies, adapting teaching style when necessary. This leads to higher attainment for pupils with SEND
Ensure that reasonable adjustments are made to support individual pupils with a disability	<ul style="list-style-type: none"> • SEND reviews are held at least 3 x a year • Advice is sought from existing and new external support agencies 	Meet with parents/carers and support agencies to consider reasonable adjustments	SENCO	Ongoing	Pupils with SEND needs have increased access to the curriculum
Teachers develop skills and understanding to support pupils with specific disabilities	<ul style="list-style-type: none"> • Specific training or CPD opportunities are identified • Advice is sought from new and existing specialist support agencies • Staff meet with parents and capture pupil voice to better understand disabilities 	Specific training opportunities for new and existing staff members are identified	SENCO	Ongoing	Staff have a greater awareness of, and ways to support pupils with a range of disabilities

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
The PSHE and Oracy curriculum ensures coverage of disability and equality issues	<ul style="list-style-type: none"> • Oracy is embedded in the curriculum • Talk assemblies each week for pupils in FS2 – Y6 • PSHE Curriculum has been carefully designed to reflect key issues 	Continue to develop and build on Oracy and PSHE curriculum	Head Teacher	Yearly	Pupils have a greater awareness of disabilities and equality

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the head teacher.

It will be approved by the governing board.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy
- Intimate Care Policy