



Radipole Primary School

Accessibility Policy and Plan

Signed:

.....
Chair of Governors

Date of Approval:

September 2019

Date of Next Review:

September 2021

This policy has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if 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 is the Accessibility Plan for Radipole Primary School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

Radipole Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Radipole Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Radipole Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of [ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- providing specialist equipment and CPD where appropriate.

Physical Environment

Radipole Primary School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- dedicating 2 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing accessible toilets
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- marking posts and steps for visually impaired pupils

Information

Radipole Primary School already makes written information more accessible to disabled pupils through:

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- providing large print versions of school letters
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Radipole Primary School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority. It will advise other school planning documents.

Radipole Primary School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Radipole Primary School’s Accessibility Plan will be implemented by Veronique Singer, Headteacher. Sufficient resources will be allocated by Radipole Primary School to implement this Accessibility Plan.

6. Monitoring

The Radipole Primary School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Community and Environment Committee.

The governing body, or proprietor will monitor Radipole Primary School’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Radipole Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Radipole Primary School complaints procedure covers the Accessibility Plan.

Approved _____

DATE _____

Review date _____

RADIPOLE PRIMARY ACCESSIBILITY PLAN - 2019 to 2021 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them. 1.Diabetes. 2.Epilepsy. 3.Dyslexia. 4.Behaviour. 5.Sensory training (planned). 6.Safeguarding</i>	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset.	SENCO	Ongoing	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation To source resources where necessary	SENCO	Ongoing	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Headteacher	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
To deploy Teaching Assistants effectively to support pupils' participation. To ensure that the appropriate furniture/sloping desks, ICT hardware/software is being used effectively to provide greater access to curriculum.	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs. Ensure appropriate equipment is deployed according to need. Continual review of ICT SENCO to monitor Staff CPD where needed	SENCO	Ongoing	All pupils are supported to achieve their full potential-maximise progress toward achieving ARE.

RADIPOLE PRIMARY ACCESSIBILITY PLAN - 2019 to 2021: Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
Ensure all areas are suitable for visually impaired children and adults.	Following an audit of the school environment by the vision support service, improvements should be made to highlight any obstructions, steps etc.	Headteacher	Spring 2019	£1000	All obstructions and steps are highlighted
	School environment should be 'clutter free' including providing storage for lunch boxes.	Headteacher	Ongoing	£1000	Lunch box storage in place
Ensure physical aids are in place for pupils with additional needs	Work closely with OT service CPD for staff as appropriate	SENCO	Ongoing	DCC	Pupils supported appropriately
Renovate toilets in EYFS	Toilet cubicles need to be changed and access to toilets improved	Headteacher	Summer 2019	£15000	EYFS toilets remodelled

RADIPOLE PRIMARY ACCESSIBILITY PLAN - 2019 to 2021 : Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Staff to use appropriate equipment to support pupil in reading and writing in braille.	SENCO	Ongoing	Pupil making progress in reading and writing.
Make available school brochures, school newsletters and other information for parents in alternative formats. Reports translated if required. Use of interpreter to support at meetings if required.	Review all current school publications and promote the availability in different formats for those that require it Possible use of Google translate/other app	Headteacher	Ongoing	Delivery of school information to parents and the local community improved
Provide pupils with learning disabilities: <ul style="list-style-type: none"> • Physical Needs • Vision impaired • SPLD • ASD Access to listening books to support/promote reading and a love of language.	Identify children with relevant needs. Liaise with parents Register with Listening Books charity.	SENCO	Review if child with specific need enrolls in school.	Children with learning disabilities have appropriate access to literature in school and at home.