

# **Accessibility Plan**

## **Rumboldswyke Church of England Primary School**

### **1. Aims of the Accessibility Plan**

This plan outlines how Rumboldswyke Church of England Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

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, the MAT must 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 Head of School and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

### **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 disabled pupil faces in comparison with non-disabled pupils. 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Access to Curriculum

Target	Who	Timescale	Outcomes/ Success Criteria	Complete
Learning aids to be produced	SENCO	When needed	Resources made suitable for children's needs e.g dyslexia friendly resources, coloured paper, word/ phonic mats	
Intervention training for support staff Training for teachers to differentiate the curriculum to meet needs as required	SENCO	When needed	Autism aware training Precision Teaching training OT Training Physio Training SALT training	
Termly Pupil Progress meetings to assess and address pupils' needs	Head of School SENCO	Termly	Pupils needs reviewed and addressed. See SEN and Pupil Premium folders	
Staff trained to meet the individual medical needs of pupils where applicable	SENCO First Aider in charge	When needed (at least annually)	Epi pen training Asthma training Health Care plans	
Ensure adequate staff to support learners with physical disabilities access all areas of the curriculum.	Head of School SENCO	All times	All children will access the full curriculum to experience ' life in all its fullness'	

### **Access to the Physical environment**

Target	Who	Timescale	Outcomes/ Success Criteria	Complete
All areas are wheelchair accessible.	Head of School Business Manager	All times	Clear plan for each area of the school.	
Ensure access to disabled toilet	Head of School Business Manager	All times	Disabled toilet and changing facility available.	
Ensure a disabled parking bay is kept clear for access.	Head of School Business Manager	All times	Disabled bay is only used by people with a disability.	
Ensure adequate staff to support learners with physical disabilities so they can access all areas of the school.	Head of School SENCO	All times	All children will access the full curriculum to experience 'life in all its fullness'	

### **Access to information**

Target	Who	Timescale	Outcomes/ Success Criteria	Complete
To complete an audit of pupils' physical and sensory conditions along with any special requirements.	SENCO to update and seek advice from LA Support Services - Review when necessary at PARM.	Termly	Knowledge of pupils' conditions will have increased and awareness of needs raised. Difficulties and resource shortcomings highlighted and addressed.	
Ensure necessary signage is suitable for non-readers and is clear and well situated	Head of School Business Manager	on going	Pupils are able to navigate the school regardless of any disability	
Understand the needs of pupils and ensure information is available in relevant formats · Large print · Braille · Pictorial or symbolic representations	SENCO	On going	Pupils have access to curriculum information and all other school information in a format that meets their needs	