

RAYNHAM
PRIMARY SCHOOL



Accessibility plan Raynham Primary School

Last reviewed on: September 2024

Next review due by: September 2027

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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.

At Raynham Primary School we believe inclusion to mean that all pupils have access to the same broad and balanced curriculum, we achieve this through appropriate use of additional resources and by making adjustments to activities where necessary.

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.

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.

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	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 high quality and ambitious curriculum for all pupils. ● We use resources and ‘scaffolds’ tailored to the needs of pupils who require support to access the curriculum. ● Visual timetables are part of classroom practice ● Staff are trained to run specific interventions to support pupils to progress across all curriculum areas ● 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 ensure it meets the needs of all pupils. ● Regular staff training supports all staff to know how to include children with a wide range of needs ● Pupils with medical needs are included in all aspects of the curriculum by ensuring staff are well trained and Risk Assessments well used to mitigate any potential barriers. 	<p>Curriculum resources include more examples of people with disabilities</p> <p>Continue to ensure all staff are trained and supported to support children with a wide range of learning needs.</p>	<p>All Leaders asked to ensure resources purchased reflect all of the school community including those with additional needs or disabilities.</p> <p>On-going training programme</p>	<p>Inclusion Lead / SLT</p>	<p>On going</p>	<p>All resources used and purchased reflect the school community, including those with additional needs or disabilities.</p> <p>All staff are confident and able to include all children in the curriculum being delivered</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> ● The environment is adapted to the needs of pupils as required. ● This includes: <ul style="list-style-type: none"> ● Ramps to access buildings ● Disabled toilets and changing facilities ● Year group classrooms changed as necessary to the ground floor so the school can accommodate any children with mobility barriers ● Ensure the outside place is kept well maintained and trip hazard free ● Evacuation procedures take account of any person with specific mobility barrier. 	<p>Ensure that when areas of the school are decorated, the needs of children with visual impairments are considered</p>	<p>Consider best practice advice when decorating areas of the school to make them accessible for all.</p>	<p>HT</p>	<p>On-going</p>	<p>The school building is increasingly accessible to children and adult with needs</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> ● Our school uses a range of communication methods to ensure information is accessible. <p>This includes:</p> <ul style="list-style-type: none"> ● Large print resources if required ● Pictorial or symbolic representations ● Translation ● Developing plans to provide information pictorially and orally ● Audit teaching materials and other information in alternative formats ● The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process. 	<p>Improve accessibility to those with hearing or visual impairment</p> <p>Curriculum subjects are being re-written with a focus on the ARP and alternative communication techniques</p> <p>To keep abreast of current developments in discrimination and equality legislation</p>	<p>Review regularly</p> <p>Ongoing CPD</p> <p>Contact Governors</p>	<p>HT / SLT</p>	<p>July 2024</p>	<p>The school building is increasingly accessible to children and adult with needs</p> <p>Pupils can access materials with some measure of independence and success</p> <p>Governors work closely with the Inclusion team</p>

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