

Roxbourne Primary School



Accessibility Plan

Author	SBM/FM/SEND Lead
Link Governor (if applicable)	Premises Link Governor
Review Cycle	Three years
Approved By	Full Governing Body
Date of Review	November 2021
Date of Next Review	November 2024
Requirement	Statutory

Document control

Date	Revision/Amendment Details & Reason	Author

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Children at Roxbourne Primary School are explicitly taught that we should be respectful and tolerant towards all others no matter their ethnicity, gender or ability. Children are rewarded for specific acts of tolerance through our Achievement Assemblies to allow children to experience tangible acts of acceptance and support for others. Our PSHE curriculum enables us to support children as they grow and develop as individuals and allows us to guide them in their role as productive and compassionate members of a global society.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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"> ● A differentiated curriculum for all pupils. ● We use resources tailored to the needs of pupils who require support to access the curriculum. ● Curriculum resources including: Large font for the visually impaired, physiotherapy sessions. ● Curriculum progress is tracked for all pupils, including those with a disability. ● Targets are set effectively and are appropriate for pupils with additional needs. 	<ul style="list-style-type: none"> ● To increase signage around communal areas which would support those who are visually impaired/low attaining readers/New to English. ● To continue to develop our differentiation as a school for SEND/Disabled children ● To make the necessary structural 	<ul style="list-style-type: none"> ● To use Makaton signs to create large internal signage for communal areas. ● CPD training on differentiation for all teaching staff where appropriate. 	<ul style="list-style-type: none"> ● James Williamson ● Phase Lead AHTs 	<p>September 2018</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ● When all internal communal areas are signposted using Makaton ● Children are able to access curriculum more effectively, particularly without
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	<ul style="list-style-type: none"> ● The curriculum is reviewed to ensure it meets the needs of all pupils. ● Strong links between the school and other outside agencies. (Hearing impaired, Occupational Therapist) ● Children use scooters on school trips to ensure that they can access outside the class learning opportunities. ● Low level dining allowing all children to socialise during lunch sessions. ● A PSHE curriculum which promotes acceptance and tolerance of others. ● Classroom layout and management to create space. ● Flexible adult ratios for trips and outings. 	and curriculum adaptations to ease access for pupils with a disability or an emerging disability.			Summer Term 2018	constant adult support.
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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p>	<ul style="list-style-type: none"> ● Investigate the cost of installing a lift which would increase disabled access to the first floor. 	<ul style="list-style-type: none"> ● Quote for internal lift. 	<ul style="list-style-type: none"> ● James Williamson 	Autumn 2018	<ul style="list-style-type: none"> ● The possibility of installing an internal lift to the first floor to increase access
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	<ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled parking bays ● Library shelves at wheelchair-accessible height. ● Access to tablets and computers. ● Additional classrooms on the lower floor that can be used to support any children who cannot access the 1st floor of the school building. ● Easy access main entrance. ● Coat pegs and lockers to avoid trip hazards. ● Fire alarms which flash when set. ● Wide pathways. ● DDA toilets located on both floors including the playground 	<ul style="list-style-type: none"> ● Evaluate the quality of ramps into school and identify any that need repairing. ● Check that all individuals can access classrooms independently. ● To improve wheelchair access into lower hall using ramps in replacement for steps. 	<ul style="list-style-type: none"> ● Check ramps have no cracks or split areas and remedy where necessary. ● Ensure that all door handles are at wheelchair level and easy to open for wheelchair bound individuals. ● Investigate quote for installing ramps from playground access as well as internal. ● Investigate quotations for DDA accessible changing facilities 	<ul style="list-style-type: none"> ● Tony Di Giacomo ● Tony Di Giacomo ● James Williamson ● RTasheira / ● David Griffith 	<ul style="list-style-type: none"> Summer 2018 Summer 2018 Summer 2018 	<ul style="list-style-type: none"> for all individuals is explored. ● All ramps are safe to use. ● All individuals can access rooms independently. ● Wheelchair users can easily and safely access the hall.
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Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> ● 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 ● Visuals on class doors with staff member's names in large font and picture. ● Electronic newsletter and bulletin. ● Interactive, large, HD interactive classrooms to be installed in all classrooms on a phased programme. 	<ul style="list-style-type: none"> ● Increase the number of new Geenee boards. (Budget dependent) 	<ul style="list-style-type: none"> ● Availability of funding 	<ul style="list-style-type: none"> ● Rashid Benserghin/James Williamson/ 	Spring 2020	All classroom have Geenee Boards
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4. 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 Resources Committee of the Governing Body.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Action Needed	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	N			
Parking bays	Y	Lines redrawn and 1 parking space to be allocated to disabled badge holders	James Williamson	
Entrances	N			

Ramps	Y	<p>Ramps have been installed to the following areas</p> <ul style="list-style-type: none"> ● Lower hall exit ● External DDA and KS2 playground toilets <p>the gradient of the ramp is too steep. Investigate relaying of the ramp to meet wheelchair ramp regulations 1:20 and 1:12</p> <p>To consider and gain quotes for three ramps: 1. 1 Rec / Y2 corridor to the hall</p> <p>2. Main entrance to Y1 corridor</p>	● RTasheira/David Griffith	
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DDA Toilets	Y	To obtain quotations to add automatic opening buttons to toilet doors. Add cost to the Health and Safety Premises Action Plan	● RTasheira/David Griffith	
Reception area	N			
Internal signage	Y	To develop a range of signage that incorporates visuals. (Makaton) as well as ensuring all colouring used supports children with specific Special Educational Needs (dyslexia)	James Williamson	

Emergency escape routes	N			
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