

# Roxbourne Primary School



## Accessibility Plan

|                                      |                                 |
|--------------------------------------|---------------------------------|
| <b>Author</b>                        | SBM/FM/SEND Lead                |
| <b>Link Governor (if applicable)</b> | Premises Link Governor          |
| <b>Review Cycle</b>                  | Three years                     |
| <b>Approved By</b>                   | Finance and Resources Committee |
| <b>Date of Review</b>                | June 2024                       |
| <b>Date of Next Review</b>           | June 2027                       |
| <b>Requirement</b>                   | Statutory                       |

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### 1. Aims

The school site currently doesn't meet the statutory requirements to support wheelchair users. If pupils have reduced mobility needs, our school will make reasonable adjustments to accommodate this pupil's needs.

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 <b>access to the curriculum</b> for pupils with a disability</p> | <ul style="list-style-type: none"> <li>● A differentiated curriculum for all pupils.</li> <li>● We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>● Curriculum resources including: Large font for the visually impaired, physiotherapy sessions.</li> <li>● Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>● Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>● The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>● Strong links between the school and other outside agencies. (Hearing impaired, Occupational Therapist)</li> <li>● Children use scooters on school trips to ensure that they can access outside the class learning opportunities.</li> <li>● Low level dining allows all children to socialise during lunch sessions.</li> <li>● A PSHE curriculum which promotes acceptance and tolerance of others.</li> <li>● Classroom layout and management to create space.</li> <li>● Flexible adult ratios for trips and outings.</li> </ul> | <ul style="list-style-type: none"> <li>● To increase signage around communal areas which would support those who are visually impaired/low attaining readers/New to English.</li> <li>● To continue to develop our differentiation as a school or SEND/Disabled children</li> <li>● To make the necessary structural and curriculum adaptations to ease access for pupils with a disability or an emerging disability.</li> </ul> | <ul style="list-style-type: none"> <li>● To use Widget signs to create large internal signage for communal areas.</li> <li>● CPD training on differentiation for all teaching staff where appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>● SENDCo and SLT</li> <li>● Phase Lead AHTs</li> </ul> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <ul style="list-style-type: none"> <li>● When all internal communal areas are signposted using Widget</li> <li>● Children are able to access curriculum more effectively, particularly without constant adult support.</li> </ul> |

| Aim   | Current good practice   | Objectives  | Actions to be taken   | Person responsible   | Date to complete actions by | Success criteria   |
|---|---|---|---|--|-----------------------------|--|
| <p>Improve and maintain access to the <b>physical environment</b></p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Library shelves at wheelchair-accessible height.</li> <li>● Access to tablets and computers.</li> <li>● Additional classrooms on the lower floor that can be used to support any children who cannot access the 1<sup>st</sup> floor of the school building.</li> <li>● Easy access main entrance.</li> <li>● Coat pegs and lockers to avoid trip hazards.</li> <li>● Fire alarms which flash when set.</li> <li>● Wide pathways.</li> <li>● DDA toilets located on both floors including the playground</li> <li>● A dedicated space to benefit children with specific needs</li> </ul> | <ul style="list-style-type: none"> <li>● Investigate the cost of installing a lift which would increase disabled access to the first floor.</li> <li>● Evaluate the quality of ramps into school and identify any that need repairing.</li> <li>● Check that all individuals can access classrooms independently.</li> <li>● to create a safe environment to accommodate a specific learning</li> </ul> | <ul style="list-style-type: none"> <li>● Ensure that all door handles are at wheelchair level and easy to open for wheelchair bound individuals (excluding Early year and SEND classrooms)</li> <li>● Investigate quote to organise disabled parking bays (front car park)</li> </ul> | <ul style="list-style-type: none"> <li>● Facilities Manager, School Business Manager and Headteacher in collaboration with The Local Authority</li> <li>● Facilities Manager, School Business Manager and Headteacher in collaboration with The Local Authority</li> <li>● SENDCo, Headteacher, Facilities Manager, SBM</li> </ul> | <p>October 2025</p>         | <ul style="list-style-type: none"> <li>● All individuals can access rooms independently.</li> <li>● Wheelchair users can easily and safely access the hall.</li> </ul> |

| Aim  | Current good practice   | Objectives   | Actions to be taken  | Person responsible                                  | Date to complete actions by   | Success criteria  |
|--|---|--|--|---|-------------------------------|---|
| <p>Improve the <b>delivery of information</b> to</p> | <ul style="list-style-type: none"> <li>● Our school uses a range of communication methods to ensure information is accessible.</li> </ul> | <ul style="list-style-type: none"> <li>● To ensure all pupils regardless of</li> </ul> | <ul style="list-style-type: none"> <li>● New interactive boards were installed in Summer 2022</li> </ul> | <p>Headteacher/SEND Co/ School Business Manager</p> | <p>August 2022 (complete)</p> | <p>all pupils have equal access to the curriculum and</p> |

|                                 |   |   |  |  |  |  |
|---------------------------------|---|---|--|--|--|--|
| <p>pupils with a disability</p> | <p>This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Visuals on class doors with staff member's names in large font and picture.</li> <li>● Electronic newsletter and bulletin.</li> <li>● Interactive, large, HD interactive classrooms to be installed in all classrooms on a phased programme.</li> </ul> | <p>disability have access to the curriculum equally</p> <ul style="list-style-type: none"> <li>●</li> <li>● IT equipment will enable variation of visuals to adjust to pupils' needs</li> </ul> |  |  |  | <p>information, regardless of their disability</p> |
|---------------------------------|---|---|--|--|--|--|

## Appendix 1: Accessibility audit

| Feature                 | Action Needed | Actions to be taken  | Person responsible                         | Date to complete actions by |
|-------------------------|---------------|--|--|-----------------------------|
| Corridor access         | N             | N/A  | N/A  | N/A                         |
| Parking bays            | Y             | Lines redrawn and 1 parking space to be allocated to disabled badge holders  | SENDCo<br>Facilities manager               | October 2024                |
| Entrances               | N             | N/A  | N/A  | N/A                         |
| Ramps                   | Y             | <p>Ramps have been installed to the following areas</p> <ul style="list-style-type: none"> <li>• Lower hall exit</li> <li>• External DDA</li> </ul> <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 the following ramps:</p> <ul style="list-style-type: none"> <li>• 1 Reception / Y2 corridor to the hall</li> <li>• Main entrance to Y1 corridor</li> </ul> | School Business Manager/Facilities Manager | October 2024                |
| DDA Toilets             | Y             | To obtain quotations to add automatic opening buttons to toilet doors. Add cost to the Health and Safety Premises Action Plan  | School Business Manager/Facilities Manager | October 2024                |
| Reception area          | N             | N/A  | N/A  | N/A                         |
| Internal signage        | Y             | To develop a range of signage that incorporates visuals. (Widget) as well as ensuring all colouring used supports children with specific Special Educational Needs (dyslexia)  | SENDCo                                     | September 2024              |
| Emergency Escape Routes | N             | N/A  | N/A  | N/A                         |