# Richard Lee Primary

## Accessibility Plan

*Local Level Policy*

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| **Date effective** | April 2025 |
| **Review Cycle** | Every Three Years |
| **Review Date** | March 2028 |
| **Date of Approval by Governors** | 1st April 2025 |
| **Committee approved by** | Richard Lee Local Governing Body |
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Part of the Castle Phoenix Trust

*Leading Learning and Excelling Together*

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## 1.Introduction

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. The primary objective is to reduce and where reasonably practicable and affordable, eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils with a disability.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

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 and recognises its duty under the Equality Act to:

• Not discriminate against disabled pupils in their admissions and exclusions, and provides of education and associated services

• Not to treat disabled pupils less favorably

• To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

• To publish an Accessibility Plan

The school also recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school supports any available partnerships to develop and implement the plan, specifically as part of Castle Phoenix Trust.

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.

Richard Lee Primary School's Accessibility Plan was compiled using information from the Accessibility User Survey (Appendix 1)

## 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.

**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 by | Success Criteria |
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| Increase access to the curriculum for pupils with a disability | Our school offers a personalised curriculum for those individuals requiring it<br><br>Resources are tailored to the needs of pupils in order that they can access the full curriculum<br><br>Curriculum resources include examples of people with disabilities<br><br>Curriculum progress is tracked for all pupils, including those with a disability<br><br>Targets are set effectively for pupils with additional needs<br><br>Our curriculum is reviewed to ensure it meets the needs of all of our pupils. | Ensure children with additional needs make as much progress as similar children nationally<br><br>Improve access to the curriculum for vulnerable groups of pupils<br><br>To increase involvement in extra curricula activities for | Identify pupils exceeding or not meeting the expected levels for attainment for their year group.<br><br>Review and track progress using our assessment system (Arbor)<br><br>Inclusion Team to offer interventions where appropriate.<br><br>Effective liaison with external agencies to support individual pupils with a disability if additional specialist knowledge required.<br><br>Analysis of access to | Headteacher<br>Deputy Headteacher<br><br>Senior Leaders<br>Assistant Headteachers<br><br>Assistant Headteacher (SENDCo)<br><br>Senior Leaders<br>(DHT/AHTS)<br><br>Aspirations Leader<br>PE and Sports' | Ongoing throughout the academic year | All children have resources to enable them to access the curriculum effectively<br><br>Children make progress in line with similar children nationally |

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| | Health care plans are in place to ensure children's needs are met.<br><br>Individualised assessments/benefits are made for children with a disability whether long or short term to ensure access to the curriculum | all groups of pupils | external clubs and activities and active encouragement for pupils with disability to attend events and activities.<br><br>Attendance at Inclusion Team events | Leader | | |

| Aim | Current Good Practice | Objectives | Actions to be taken | Person responsible | Date to complete by | Success Criteria |
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| Ensure that teachers and support staff have the necessary knowledge and skills to be able to modify work and activities for pupils with specific needs e.g dyslexia, Autism and ADHD | Staff receive training to work with specific pupils with specific needs such as dyslexia and ASD. | Develop and Deliver training sessions for staff to upskill them in order that they can modify and adapt provision and activities appropriately to enable pupils to engage successfully. | Staff CPD to be delivered both at a whole school level and an individual bespoke level where required.<br><br>New staff to receive training during Induction period if required. | Headteacher<br>Deputy Headteacher<br>Assistant Headteacher (SENDCo) | Ongoing throughout the academic year | All staff working with pupils have up to date skills and knowledge in order to effectively and successfully support all pupils achieve in line with their peers. |
| Improve and Maintain access to the physical environment | The school has ramped access points at various points around school e.g from car park to main entrance to enable access for all to the school building.<br><br>There is a lift located at the front of the school building next to the main school office to enable access to the first floor.<br><br>All corridors and stairwells are wide and clear enabling excellent levels of access and movement around the school building. Users can easily pass | To ensure the building inside and the school site outside remain fully accessible for all. | To ensure site checks identify any issues or concerns in regard to access. These should be logged on the 'Every' system. | Headteacher<br>Site services officer<br>Trust Head of Estates | Ongoing | All members of the school community requiring access to the building and site are able to do so with relative ease. |

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| | eachother in corridors and on stairways.<br><br>There is one main health and hygiene suite situated on the ground floor. There are three disabled toilets located on the ground floor. One at the front of the building near the main school office, one along the corridor towards the school hall and one at the opposite end of the corridor towards the Year 1 classrooms. | | | | | |

| Aim | Current Good Practice | Objectives | Actions to be taken | Person responsible | Date to complete by | Success Criteria |
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| Improve the delivery of information to pupils with a disability | Our school uses a range of communication mentods to ensure information is accessible:<br>Internal signage<br>Large Print resources<br>Pictorial or symbolic representations<br>Staff communicate with parents via their preferred method of communication:<br>Phonecall<br>Text<br>Email<br>There are a range of books available in school to meet different needs e,g dyslexia friendly | Improve communication with parents/carers | To further develop the use of Arbor for communication:<br>Emails<br>Texts<br>Meeting bookings<br>School SEND Policy and Information Report available on website<br>Transition Meetings to ensure information is suitably gathered about new pupils or passed onto new colleagues in new schools.<br>To ensure our Equality outcomes and objectives are met | Office Team and HT<br>(AHT) SENDCo<br>AHT (SENDCo) and Pastoral Leader | Annually and ongoing | Children and families are able to access all resources appropriately and receive relevant information. |
| Ensure there are enough fire exits around school that are suitable for people with a disability | All external doors have access to outside surfaces which are on the same level in order that everyone can vacate the building safely. | Ensure staff are aware of the need for keeping fire exits and routeways clear. | Reguarly share this information through staff meetings and briefing meetings. | HT and SLT | Ongoing | All members of the school community with a disability have personalized plans and safe routeways to exit the building in the event of an emergency. |

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| Ensure there is accessible car parking | There are disabled bays both in the main car park and on the lower level of the school site close to the main entrance. | To ensure that these disabled spaces are available for members of the school community who require them. | To ensure that the disabled bays are clearly visible. | Trust Head of Estates<br>Site service officer | Ongoing | All members of the school community can safely park and access the school building and site. |

## 4. Monitoring Arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body.

## 5. Links with other policies

This accessibility Plan is linked to the following policies and documents:

- Risk Assessment Policy
- Healthy and Safety Policy
- Equal Opportunities Policy
- SEND Policy
- SEND Information Report
- Supporting Pupils with Medical Needs Policy

Appendix 1 – Accessibilty Audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete by |
|---|---|---|---|---|
| Number of Storeys | | | | |
| Corridor Access | | | | |
| Lifts | | | | |
| Parking Bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception Area | | | | |
| Internal Signage | | | | |
| Emergency Escape Routes | | | | |