



## Rudgwick Primary School Accessibility Plan

Inspire - Believe - Achieve



### Our Mission:

At Rudgwick Primary School, our mission is to provide a happy, fun, safe place, where kindness shines through and where:

- Excellent teaching and a wide range of experiences **inspires** a love for learning and a curious mind;
- Everyone is valued and respected and feel that they belong;
- Individual strengths and talents are nurtured and celebrated and children **believe** in themselves and, through strong friendships, each other;
- A growth mind set is encouraged, mistakes are seen as learning opportunities and confident, resilient learners grow;
- Children are successful learners who, through both independence and collaboration, can make progress and **achieve** to their full potential.

**Review by: Headteacher**

**Date for review: 21/11/26**

**Approve by: Headteacher**

**Frequency of review: 3 Years**

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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. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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. The Rudgwick Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated in November 2023.

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.

## 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.

### 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Classrooms are organized to promote the participation and independence of all pupils</p> <p>All school visits and trips accessible to all pupils</p>	Children to have access to Clicker 8 writing programme.	Clicker 8 being used by focus children to support writing in the classroom.	CWi	2023 ongoing	Clicker 8 supporting the writing for targeted pupils in the classrooms.
		Accessibility of IT resources considered for pupils in the classroom.	<p>Personalised profile for fonts/screen colour used with Clicker 8</p> <p>Classrooms vary the background colour and font in the classrooms to suit pupils</p>	All staff	2023 ongoing	Personalised settings used on IT equipment to support focus children.
		Inclusion training for staff to ensure access to the curriculum for all pupil	<p>Speech and Language training for TAs</p> <p>Mental Health awareness training</p> <p>Mindfulness in the classroom</p> <p>Use staff meeting time to keep staff informed of up-to-date, good SEND practice</p>	<p>CWi</p> <p>CWi</p> <p>Teachers</p> <p>CWi</p>	<p>Oct 2023</p> <p>2023</p> <p>2023 ongoing</p> <p>2023 ongoing</p>	Increased access to the curriculum; SEND pupils making good progress.

<p>Improve and maintain access to the physical environment</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 toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul> <p>Regular checks made on the building and maintenance or improvements noted</p> <p>Specialist equipment is regularly serviced</p>	<p>There is safe and easy access to all areas of the school building and grounds</p> <p>School leaders are confident the specialist equipment is fit for purpose</p>	<p>Equipment and environment is kept under review with scheduled maintenance</p>	<p>Premises Manager CD</p>	<p>2023 ongoing</p>	<p>The school will continue to be easily accessible to pupils, staff, parents and visitors</p> <p>Equipment will be safe to use</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible to children in school. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Coloured overlays</li> <li>• Pictorial or symbolic representations e.g. Communication in Print</li> </ul> <p>Our school communicates regularly with parents through newsletters, website, ParentMail, email, phone calls and face to face meetings</p>	<p>Ensure access to information relating to provision for disabilities</p> <p>Ensure information is accessible for any parents who may have a disability</p> <p>Ensure pupil voice is heard and children have opportunity to share their thoughts/concerns/ideas</p>	<p>Ensure all information is available and updated on the school website.</p> <p>Ensure parents can arrange meetings with SENCO</p> <p>Children have platform to share thoughts through Young Governors meetings, RSHE lessons and at all other times through any chosen, trusted adult</p>	<p>CWi  CWi  TR</p>	<p>2023 ongoing  2023 ongoing  2023 ongoing</p>	<p>All relevant policies for parents available on the school website (alternative formats available on request)</p> <p>All relevant school information available for all who request it</p> <p>Meetings held with SENCO when required</p> <p>RSHE lessons are a weekly feature of the curriculum offer</p> <p>Young Governor meetings held at least half termly</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 approved by the Head teacher and will be monitored through the Full Governing Body.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

## **5. Links with other policies**

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

- Learning and Teaching Handbook
- Single Equality Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs and Disabilities Policy
- Behaviour Management Policy
- School Development Plan
- School Prospectus and Vision Statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person respon.	Date to complete
Number of storeys	Single storey	None		
Corridor access	Corridors wheel chair width & doors are able to be pinned back	Daily check for obstructions	Premises Officer	On-going
Lifts	N/A			
Parking bays	No designated bay	Disabled visitors to use staff car park.	SLT	On-going
Entrances	Automatic doors to front of building, other outer doors can be pinned back, low level handles.	Doors to be regularly maintained	Business Manager	On-going
Ramps	Ramp access available from playground	Access to be kept clear of debris & surface maintained	Premises Officer	On-going
Toilets	3 Disabled toilets available	Daily check for obstructions	Premises Officer	On-going
Reception area	Automatic door access & low level desk with wheel chair	None	Premises Officer	On-going

	access beneath			
Internal signage	Room name plates & door operation signage at low level	None	Premises Officer	On-going
Emergency escape routes	Automatic door or manual door operation at low level	Daily check for obstructions	Premises Officer	On-going