



# Rickleton Primary School



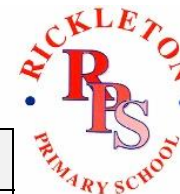
## ACCESSIBILITY POLICY

**Dates of previous revisions: November 2022**

**Latest revision: February 2024**

**Approved by Governors: February 2024**

**To be reviewed: February 2026**



<b>Review Date</b>	<b>Changes made</b>	<b>Ratification Date by Governing Body</b>
<b>September 2020</b>	The School Vision added in Legal framework, definition and roles and responsibilities added in	<b>September 2020</b>
<b>November 2022</b>	Date changes	<b>November 2022</b>
<b>February 2024</b>	<ul style="list-style-type: none"><li>- Date changed</li><li>- Section 1.1 – addition of KCSIE 2023</li></ul>	<b>February 2024</b>



# **Rickleton Primary School - ACCESSIBILITY PLAN 2024-2026**

## **Section 1: Vision statement**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

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.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Rickleton Primary School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

Our school vision is that every child at Rickleton Primary School feels happy and has a passion for learning. This is the result of a rich and varied curriculum driven by excellent teaching and access to a wealth of exciting, challenging and motivating opportunities. All children will come to a safe and inclusive school, where everyone is celebrated for who they are.

We believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.



- Undertake reasonable adjustments to enable staff to access the workplace.

### **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### **Legal framework**

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- KCSIE 2023

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy



- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Aspire Priorities
- Data Protection Policy

## **Definition**

- 1.4. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 1.5. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## **Roles and responsibilities**

- 1.6. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 1.7. The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 1.8. The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 1.9. The full governing board will approve the Accessibility Plan before it is implemented.
- 1.10. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 1.11. The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 1.12. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 1.13. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

- 1.14. The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 1.15. The SENCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- 1.16. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 1.17. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

## **Section 2: Aims and objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery information to pupils, staff and parents

The table below sets out how the school will achieve these aims:

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils	A curriculum which can be tailored to meet all pupil needs has been implemented to ensure pupils continue to make excellent progress towards challenging objectives	Ensure the effectiveness of the curriculum. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners	Subject leaders	Ongoing

Improve and maintain access to the physical environment	Building work on Areas 2 and 3 was completed by September 2017 and was specifically designed to meet the needs of all learners	There are no access issues although there are plans to improve additional areas of school when finances allow	Complete the planned improvements, review pupil access to ensure a positive impact on learning	Headteacher and site supervisor	September 2018 – ongoing
Improve the delivery of information to pupils, staff and parents	For those stakeholders who need information to be shared in a tailored way, this will be made available	Information to be made available in a way which is accessible to all	Consider how information is shared, ensure website is updated and all stakeholders know how to access key information	Leadership and admin team	Ongoing



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Corridors are wide with parking bays for wheelchairs and standing frames	Ensure pupil equipment does not block corridor	Headteacher	Ongoing
Parking bays	Disabled parking bays marked	None required	Site supervisors	Ongoing
Double doors	Double doors in between areas are large enough for wheelchairs	New door in Area 4 to be large enough for a wheelchair	Business manager	Ongoing
Outside access	Access on and off school premises are wheelchair friendly, ramps are also in place	Ensure outline of ramps are clearly marked	Headteacher Site supervisor	Ongoing
Entrances	Locked front doors with fob required to enter or leave	None required	Headteacher	Ongoing
Toilets	Disabled toilet available. Toilets have disabled access and alarms	Ensure service every 6 months	Site supervisors	Ongoing
Reception area	Accessible to wheelchair users	None required	Headteacher	Ongoing
Internal signage	Large signs in place	New signage to be ordered and put in place	Business manager	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance Visitors to be made aware of procedure upon arrival	Site supervisors	Ongoing