

# **Reepham Church of England Primary School**

## **Accessibility Plan**

This plan was ratified by the full Governing Body and will be reviewed every 3 years or sooner if required.

Date plan last reviewed: January 2024

Date of next review: Spring Term 2027

## Statement of intent

This plan outlines how Reepham Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Issue	Actions	Time Scale	Completion Date
Short term	Differentiation in Teaching and Learning (access to the National Curriculum)	SLT to monitor quality of differentiation and provision for SEND pupils, to ensure that ALL children are able to access the teaching within their classrooms Focus of internal monitoring.	Under continuous review	Ongoing
	Staff members do not have the skills to support pupils with SEND	SENCO to source CPD for staff members Identify gaps in knowledge and seek external advice if necessary	Annual consideration	Ongoing
Medium term	School trips do not take into account pupils with SEND	Where appropriate the needs of pupils with SEND are incorporated into the planning process	Annual consideration	Ongoing
Long term	Staff training in the formation, implementation and review of Provision Maps, IEPs and monitoring systems.	School to review the way it manages paperwork and tracks targets for pupils with disabilities (including EHCP targets).	2024-25 focus, to be reviewed against demographic needs	Ongoing

## Planning duty 2: Physical environment

	Issue	Actions	Time Scale	Completion Date
Short term	Access around the school	Keep corridors clear from obstruction. Ensure lighting is in good working order.	Under continuous review	Ongoing
	Disability toilet access	Maintain Hygiene suite (even when not currently in use) and delegation as a potential disabled toilet.  Staff previous male toilet to be designated disabled access toilet for all ages and genders on school plan.	Annual consideration	Informed LA Spring 2024
Medium term	Wheelchair access through main school building after 2024 school adaptations. Children with physical disabilities cannot access school buildings	School reconfiguration likely to include remove of internal ramp and lift, planning to include alternative access. Construction work undertaken.	2024	Ongoing
Long term	Disabled Parking	To use the top of the lane during school day (non-pupil movement hours). Discuss further options with LA and premises meeting.	LA premises timescale 3 years.	Ongoing

### Planning duty 3: Information

	Issue	Actions	Time Scale	Completion Date
Short term	School does not know how to make written information/ work accessible for those with an emerging disability. Written information is not accessible to pupils with visual impairments or for those with a language barrier.	Schools seeks advice from external advisors, including visual impairment team.  Provide written information in alternative formats and languages.	Under continuous review	Ongoing
	Staff may not best know how to support pupils moving through the school.	IEPs to be shared at transition. Transition meetings to be timetabled. SEND pupil to be focus in Pupil Progress meetings.	Under continuous review	Ongoing
Medium term	Parents of pupils who require additional support are not part of the process.	Put in place termly information newsletter. Improve email systems. Ensure other formats are available when requested. Consult parents and pupils on changes to EHCP, IEP monitoring.	2024-25	Ongoing
Long term	School website is not accessible to children with SEND or have a language barrier.	Audit of website Appropriate changes made.  Links to translation websites sites	Audit 2024 Changes to website 2025 and beyond with changing demographics	Ongoing