




Our vision is ***to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential nurtures individuality and enhances potential***

Our values:

- \* ***We're imaginative*** - we're creative thinkers and doers
- \* ***We're curious*** - we encourage inquisitiveness and risk taking
- \* ***We're proud*** - we take pride in our school and want everyone to succeed
- \* ***We're courageous*** - we understand that we learn from our mistakes
- \* ***We're original*** - we celebrate difference

## Accessibility Plan

<b>Date agreed by Pupil Welfare Committee/ GB/Headteacher</b>  1 <sup>st</sup> October 2019	<b>Signature of Co-Chair or Vice Chair of GB or Committee / Headteacher</b>  
<b>Date agreed for review</b>  Autumn 2022	<b>Frequency of Review</b>  Annual/Bi-annual/3-year cycle
<b>Responsibility for Review</b>  Pupil Welfare Committee /Headteacher	

<b>Approved by:</b> Caroline Andrews	<b>Date:</b> 01/10/19
<b>Last reviewed on:</b> 01/10/19	
<b>Next review due by:</b> 01/10/22	

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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.

Reay is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the United Nations Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

## 1 All learners are of equal value

Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

## 2 We recognise, respect and value difference and understand that diversity is a strength

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 3 We foster positive attitudes and relationships

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

#### **4 We foster a shared sense of cohesion and belonging**

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

#### **5 We observe good equalities practice for our staff**

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

#### **6 We have the highest expectations of all our children**

We expect that all pupils can make good progress and achieve to their highest potential

#### **7 We work to raise standards for all pupils, but especially for the most vulnerable**

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole 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.

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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

3.1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	School Leadership Team (SLT)	Termly meetings with parents/carers – Termly consultations Termly PLP meetings with Assistant Headteacher for Inclusion Parent information sessions and workshops	Time allocated	In place and ongoing	Parents/carers fully informed about progress engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Assistant Headteacher for Inclusion / School nurse	Epipen training Intimate care policy and trained staff Training from SALT, social communication team, behaviour and learning support team, sensory support team Access to courses, CPD Outreach support from local special school and access to HIVE SEN Hub Online resources for CPD shared with staff Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing: Epipen Training Team Teach (CS/HH) Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all pupils	Assistant Headteacher for Inclusion / SLT	Strategic deployment of support staff/inclusion teacher Use of ICT	Specific apps to support learning on iPads	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker

Adaptations to the curriculum to meet the needs of individual learners	All teaching staff	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through Dance Mat touch type Programme Use of access arrangements for assessment/National tests	Independent speech therapist Half termly Occupational therapy/Sensory team/ Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialised equipment to benefit individual pupils and staff	Assistant Headteacher for Inclusion	iPads available to support children with difficulty recording. Sloping boards for pupils with fatigue problems or physical disability, Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty. Use of wedge/wobble cushions Use of weighted blanket, chew toys, fiddle toys, sensory diet toys Mantra Lingua resources for children with EAL	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.
Improve educational experiences for visually impaired pupils	Assistant Headteacher for Inclusion	Consult sensory support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	Assistant Headteacher for Inclusion	Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended - Consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/ Assistant Headteacher for Inclusion / Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

### 3.2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	Michael Field (MF) /Caroline Andrews (CA)	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	MF/CA	Wide doors and corridors Ramps		In place	Physical accessibility of school increased
Improvements to help the visually impaired	MF/CA	External steps highlighted in yellow/non-slip paint – some may need re- painting where they have faded. KS 1 playground – steps and ramp highlighted in yellow	Cost of materials and labour	Ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	MF/CA	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	MF/CA	Wheelchair friendly routes around school	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	MF/CA	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	Ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	MF/CA	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	Ongoing	People with disabilities can move safely around the school

### 3.3. Improving the Delivery of Written Information

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ Assistant Headteacher for Inclusion	Improve availability of information for parents – display appropriate leaflets for parents to collect Provided translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Assistant Headteacher for Inclusion	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access school documentation

## 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 Headteacher and Pupil Welfare Committee, and any changes will be reported to the Full Governing Body.

## 5. Links with other policies

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

- Risk Assessment Policy
- Health and safety Policy
- Special Educational Needs and Disability Policy
- Equality Information and Objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) information report
- Medical Conditions Policy



## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 in the Key Stage 2 building	Ensure staircases are clear and no trip hazards		
Corridor access	All corridors are wide and clear	Daily monitoring		
Lifts	NA			
Parking bays	NA			
Entrances	All entrances secured	Regular termly monitoring		
Ramps	Portable ramps and KS2 entrance	Regular termly monitoring		
Toilets	One wheelchair accessible toilet	Ensure entrance is clear and accessible at all times		
Reception area	Accessible	Ensure accessible Daily monitoring		
Internal signage	Clearly marked fire exits	Annual Fire risk assessment		
Emergency escape routes	Plan shared with staff and termly practice	Termly practice		