



# Accessibility Plan

## 2022 - 2025

Approved by:	Health, Safety and Premises Committee
Date:	December 2022
Review:	December 2025
Signed:	Chair: Mr. C Harris

## Reddal Hill Primary **Accessibility Plan – 2022 - 2025**

### **Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that

“Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and / or sexual orientation.”

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment; and / or
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Reddal Hill Primary Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Reddal Hill Primary School the Accessibility Plan will form part the School Improvement Plan (SIP) and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Reddal Hill Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and in consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Reddal Hill is 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.

4) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame; and
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

5) The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- School Emergency and Business Continuity Plan
- Equal Opportunities Policy
- Health & Safety Policy

- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which 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.

9) 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.

10) The Accessibility Plan will be published on the school website.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

**We are working within a national framework for educational inclusion provided by:**

- Equality Act (2010)
- The SEN Code of Practice 2015
- OFSTED (EIF 2022)

**Our Aims are to provide:**

1. Full access to the curriculum:
2. Full access to the physical environment: and
3. Full access to information.

### **The School's Context**

Reddal Hill Primary School is a mainstream school for boys and girls age range from 3 years to 11 years old. The school comprises of two school buildings. There is disability access to the main areas of the school

buildings and a lift is provided to access the second floor in block B and main areas of the school.

## Reddal Hill Primary School Accessibility Plan 2022 - 2025

### Improving the Physical Access

Facilities already in place	Areas to develop
<ol style="list-style-type: none"> <li>1. Dropped kerbs either side of main vehicle entrance.</li> <li>2. Main entrance has wide doors for wheelchair access.</li> <li>3. Hearing loop installed in main entrance plus keypad at lower level.</li> <li>4. Disabled toilet and shower.</li> <li>5. Ramps on KS2 and KS1 entrance.</li> <li>6. Rails on all stairs.</li> <li>7. Mirrors are demarcated with white areas on handrails in shower rooms.</li> <li>8. Dividing of glass areas on main doors, provide school logo on glass.</li> </ol>	<ol style="list-style-type: none"> <li>1. Long mirrors to be fixed in disabled toilets in Block A and Block B.</li> </ol>

### Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for teachers on differentiating the curriculum.	Undertake an annual audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	As required	Increase in access to the National Curriculum.
	Review annually, or when applicable, the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners have been made available.	As required	The curriculum meets the needs of all pupils.

	KS2 staff, to ensure they write comments in print for any pupil who finds reading difficult.	All pupils will be able to read adult comments.	Autumn 2022	The curriculum meets the needs of all pupils.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	As required	Increase in access to all school activities for pupils with a disability.
Additional adults are provided so that all pupils are able to access after-school clubs / activities.	Staff to provide additional support for pupils who require individual support.	All pupils are able to access after-school clubs / activities.	As required	Increase in pupils accessing after-school clubs / activities.
After-school letters to include a statement requesting parents to speak to applicable staff, if their child requires an additional support.	Extended-schools Lead to add statement to letter.			
Text message to be sent to families, at the beginning of each half-term, outlining which clubs are available for each year group.	Extended-schools Lead to organise a text message to all parents.	All families are aware of after-school clubs available.	Half termly.	Increase in pupils accessing after-school clubs / activities.
Pupils and parents are aware of all the activities and clubs available in other schools or leisure centres in the area where they live.	Provide all information available on the school website, newsletters, parent notice boards in the main and EYFS playground and, if applicable,	All parents and pupils are aware of clubs and activities at local schools and leisure centres.	As required	Increase in pupils accessing activities / clubs in other schools / leisure centres.

	distribute in school.			
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	As required	Increase in access to the National Curriculum.
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the status of school.	Whole school community aware of issues relating to Access.	As required	Society will benefit by a more inclusive school and social environment.