

RIVERSDALE PRIMARY SCHOOL

School Accessibility Plan

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



INTRODUCTION

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disabilities are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with:

- parents/carers
- staff
- governors

Within the terms of the Act, the term 'disability' is defined thus:

"a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse on his or her ability to carry out day to day activities".

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

VISION

We want all our pupils to:

- have high aspirations, a willingness to succeed and the ability to make the right choices
- have access to provision in the choices that they want to make
- feel included within all areas of school life
- have the ability to progress along their chosen path

Values

- show respect for feelings, values and beliefs of others in our diverse school society. Including positive attitudes towards people with disabilities, through PSHE, extensive collective worship and SMSC
- are self-confident, have high self-esteem and the ability to form constructive relationships with others

PLANNING DUTY 1

Increasing the extent to which disabled pupils can participate in the school curriculum

We will continue to

1. Ensure all pupils, including SEND pupils, make good to outstanding progress by:
 - Regularly monitoring lessons to ensure all teachers are differentiating effectively
 - Monitor pupils' books regularly to ensure learning is tailored to individual pupils' needs
 - Increase the teacher/adult to pupil ratio in each year group, so that every class teacher has at least one day a week of an extra teacher and a full time, well trained teaching assistant, so that individual pupils' needs can be more effectively met
 - Give teachers planning time to get together with the other adults teaching in particular year groups, so they can plan for focused, weekly support/intervention/extension activities
 - Closely monitor the effectiveness of the weekly focused intervention planning to ensure high quality in all classes and for all children
2. Ensure equal access for disabled pupils to school clubs, school visits and extracurricular activities as needed, by
 - Risk assessment and planning of trip to include accessibility references
 - Analyse extracurricular activities to ensure inclusion of learning support pupils and pupils with disabilities
3. Provide training for all staff on aspects of Good or Outstanding teaching, in INSETs, evening training sessions, and through mentoring and coaching
4. Install visualisers in all classrooms and soundfield system when necessary to support both visual and hearing impairments in pupils
5. Learning support department to liaise with borough specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources
6. Ensure that all pupils feel supported and included within the school
 - Placed on the inclusion register, where necessary provide emotional support through learning mentors
 - Close links with Early Intervention Team: Hearing and Teacher Support Service Vision, to ensure that we are providing all the support and access to curriculum for pupils with hearing and vision disabilities

PLANNING DUTY 2

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Riversdale Primary School is a typical, three-storey, Victorian school, and as such presents a number of difficulties for physical access. Enhanced physical access is facilitated by handrails where possible, however there are many areas of the school which we recognise are not accessible for students, staff and visitors requiring full accessibility assistance. Nevertheless, we aim to improve accessibility where possible.

We have improved:

1. Entry/Exit to/from School
 - Widening the entrance gates to allow wheelchair users to access the playground area
 - Located the intercom system to allow wheelchair users to have equal access

- Opened a second gate/entrance to school, via Coronation Gardens, to reduce congestion at the main front gates.
- Steps on all main entrances (next to ramps) to have chevron lines re painted on to highlight the steps
- Staircases have double hand rails

2. Decoration

The school is decorated throughout in white, with contrasting primary coloured carpets, tables and chairs in order to support the visually impaired

3. Lifts

There is a disability ready lift installed, taking adults or children wheelchair users from the ground floor to the middle floor,

Toilets

- There are currently 3 disabled toilets in the school

4. Showers and Washing

There is a shower facility available at the school, next to the swimming pool and another in the nursery.

We will continue to carry out an annual access audit to improve the physical environment of the school. See attached plan.

PLANNING DUTY 3

Improving the delivery of information to disabled pupils (and parents)

We will continue to

1. Provide written materials in alternative formats as requested
2. Provide school documents with the wording "If you require a large print copy of this document please contact the school"

Links

Whole school policy on bullying

Whole school policy for the curriculum

Whole school policy for equal opportunities

Whole school policy for Learning and Teaching

Areas to be investigated and implemented

Action	Success Criteria	Lead person	Timescale	Review
Steps on all main entrances to have chevron lines repainted on to highlight steps to the visually impaired	Clear demarcation of steps around building	PO	Easter	annually
Install a sensory room	Children have a room to regulate themselves	HT / LA	Spring/Summer 2019	NA
Ensure all decoration of new classrooms in the extension follows practice of white walls, dark floors and contrasting coloured tables and chairs	In place and supporting visually impaired in being able to demarcate areas in a classroom.	HT//LA	Spring/Summer 2019	Annually as part of ongoing maintenance school programme.