

INVICTUS

Education Trust



Accessibility Plan

2024-2027

Document Control and Version Control

DOCUMENT CONTROL	
POLICY TITLE:	Accessibility Plan
POLICY AUTHOR:	Deputy CEO, P. Harris
VERSION NUMBER:	V 2.0
DATE APPROVED:	19.09.2024
DATE EFFECTIVE:	20.09.2024
DATE DUE FOR REVIEW:	September 2027
POLICY STATUS:	Active Statutory Policy
POLICY TYPE:	School specific based on Trust template
REQUIRED TO PUBLISH:	Yes
POLICY LEAD:	Erica Tilley
APPROVAL LEVEL:	Executive Team

VERSION CONTROL			
VERSION	AUTHOR	DATE	CHANGES
V 2.0	DCEO, P. Harris	September 2024	New policy template

Contents

1. Aims.....	4
2. Legislation and guidance.....	4
3. Context.....	5
4. Action plan	6
5. Monitoring arrangements.....	8
6. Links with other policies	8

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 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

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.

At Rufford 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.

At Rufford, we RISE. Our values are: **Resilience, Integrity, Self-awareness** and **Excellence**.



These values underpin all of our expectations for behaviour in school and are the foundation for building positive relationships and respect throughout our school community.

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, which can be found on our website, covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 local academy committee members 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Accessibility Plan 2.0

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Context

Rufford Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and whenever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which put them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The majority of the school building and playground is accessible for a child in a wheelchair. The school has children with a limited range of disabilities which include Autistic Spectrum Disorder and food allergies. When children enter school with specific disabilities, the school contacts the LA professionals and school health for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. A school inhaler is kept in the school office and written permission has been asked from all parents whose children have asthma for this to be used in emergencies.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff in the class profiles and the medical file. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Please see overleaf for action plan

4. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with SEND</p>	<ul style="list-style-type: none"> • Our school offers an adapted and scaffolded curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • We use a suitable size font for resources – usually size 12 		<p>To ensure our curriculum is successfully adapted and developed to be ambitious and meet the needs of pupils with SEND</p>	<p>INSET about scaffolding and challenge across the curriculum with follow-up actions for staff.</p> <p>Specific interventions are planned and delivered that address individual targets from children’s SEND Action Plans</p> <p>Subject specific knowledge and vocabulary will be taught explicitly and pre-taught to children with SEND if necessary.</p> <p>All extra-curricular activities are planned to ensure they are accessible to all children.</p> <p>Incorporation of external agency advice and recommendations into classroom practice</p> <p>Ensure all staff have specific training on disability issues</p>	<p>SENDCo</p>	<p>Ongoing</p> <p>Training delivered and embedded into daily practice</p> <p>Interventions are planned and delivered ensuring that there is a clear link between the curriculum and children’s Action Plans.</p> <p>Subject specific knowledge and vocabulary is explicitly taught.</p> <p>There is a high level of participation in extra-curricular activities.</p> <p>Advice and recommendations are incorporated into classroom practice.</p> <p>A cycle of relevant training is established and delivered.</p>	

Accessibility Plan 2.0

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Routine safety checks 		<p>To ensure evacuation procedures are effective for all pupils.</p>	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>Purchase of a mobile ramp.</p> <p>Children to have PEEP's if needed</p> <p>The edge of the play area will have new edging to support children with VI</p> <p>A path to the forest school area to further support wheelchair access</p>	<p>Headteacher and HT PA ET and PL</p> <p>SENDCo AC</p>	<p>July 2024</p> <p>Ongoing but always up to date</p>	<p>All children can be safely evacuated.</p> <p>Ramp is purchased.</p> <p>PEEP's are in place for all relevant children.</p>

Accessibility Plan 2.0

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils and parents with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations • Where appropriate use a translator • Communication in print is placed around the school to help children's understanding and visual recognition • The school has a dedicated email address for its SENDCo 		To ensure all school communications are available in a suitable format.	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats</p> <p>Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as necessary.</p>	Headteacher ET	Ongoing	<p>Communications are available in a variety of different formats when required.</p> <p>Opportunities for pupil voice activities are calendared throughout the school year and where possible findings are incorporated into planned actions.</p>

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Deputy CEO and approved in line with the Trust policy schedule.

6. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy