



## Radley CE Primary School & Foundation Stage Unit

# Accessibility Policy and Plan

## Contents

1. Aims.....	1
2. Legislation and guidance .....	1
3. Action plan .....	3
4. Monitoring arrangements .....	4
5. Links with other policies .....	4
Appendix 1: Accessibility audit.....	5

## 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. Our school's vision statement includes the following statements:

Radley Church of England Primary School aims for every child to achieve success to the best of their ability in a welcoming centre of learning. Our school will be a place where every child is valued and their individuality and achievements celebrated. All children regardless of differences in race, gender and faith will be respected, and encouraged to become responsible global citizens. Our positive approach to behaviour will ensure that all children are given the opportunity to work and play in a calm, safe environment.

The plan is 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.

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 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.

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum, using resources tailored to the needs of pupils requiring support to access the curriculum.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs, or a disability</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils, with resources reflecting a diverse community</p> <p>Assemblies and PSHE sessions used to share the varied experiences and achievements of disabled people.</p>	Training booked or specific staff, including autism training as appropriate Training identified and booked	Headteacher	On-going	Staff trained
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilet and changing facilities</li> <li>• Library shelves at wheelchair/buggy accessible height</li> <li>• Level access to outdoor classroom</li> </ul>	Review Accessibility Plan, taking account of statutory requirements, for possible future building works.	Site Manager/ Headteacher	On-going	Environment suitable for all

#### **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 the Resources Committee of Radley CE Primary School

#### **5. Links with other policies**

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

- Risk assessments
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building	Review Accessibility Plan, taking account of statutory requirements, for possible future building works.	Governing Body / Headteacher	On-going
Corridor access	<p>Wide corridors in KS1 and KS2 allow for wheelchair/buggy access.</p> <p>There are two steps in the corridor between the Year 3/4 and 5/6 classes and the corridor to the hall, and a further two steps down into the hall. From these classes the hall can be accessed by alternatively walking around the side of the school, or by coming through Reception, out of the KS1 classroom and in through the rear hall door. Adjacent to both sets of steps is a handrail.</p>	<p>Continue to ensure corridors are kept obstacle free to facilitate their use.</p> <p>Review Accessibility Plan, taking account of statutory requirements for possible future building works.</p>	HT	On-going
Entrances	Access via the Children's Entrance, the Early Years Foundation Stage entrance and via the School Office, are on level access with the path/playground	<p>Continue to ensure entrance areas are well-maintained, and accessible to all.</p> <p>Review Accessibility Plan, taking account of statutory requirements for possible future building works.</p>	HT	On-going

	area and without steps. Doors are wide enough to allow for a wheelchair.			
Ramps	A ramp enables children / staff to access areas which are not level with the ground. These include a ramp to the Old School, ramps to the rear and side of the EYFS, and to the rear of the Key Stage 1 classroom. All ramps have handrails where needed.	Continue to ensure ramps and handrails are well-maintained	HT	On-going
Toilets	A disabled toilet, which can also be used as a nappy changing area, is in place in the Office Reception area. This can be accessed from level flooring via the Office Reception / Foundation Stage and the KS1 classroom. It can be accessed by the Key Stage 2 classes, by going round the side of the building without necessitating the need for steps.	Continue to ensure this is well maintained	HT	On-going
Reception area	Accessible from the path to the school, without the need for steps	Continue to ensure this is well maintained	HT	On-going
Emergency escape routes	Labels well and clearly displayed throughout the school	Continue to ensure signs are well-maintained	HT	On-going