



Abbots Ripton Church of England Primary School

# Accessibility Plan

**Written by: Claire Matthews**

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**Review date: September 2021**

*Together with God's help we: Grow in Faith, Learn for Life and Achieve our best*

# Accessibility Plan

## Purpose of the Plan

The purpose of this plan is to show how Abbots Ripton Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Abbots Ripton Primary School 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

## Definition of Disability

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

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

## Legal background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## 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.

### **Training and support**

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

The school supports any available partnerships to develop and implement the plan. This includes support from the Local Authority SEND (Special Educational Needs and Disabilities) service as well as CREDS (Cambridgeshire Race Equality and Diversity Service).

### **Plan Availability**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

### **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 (SEND) Policy
- Curriculum Policy
- Supporting pupils with medical conditions policy

### **Review and Evaluation**

The plan is valid for three years from September 2018 to September 2021. However, it is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This has been delegated to the Health, Safety, Security, Premises and Wellbeing Committee (HSSP&W).



pupils with disabilities.  
 The school has a good relationship with the parents of pupils with SEND.  
 Staff training is planned according to the needs of children on the SEND register.  
 The school is proactive at seeing advice and support from other professionals when necessary and relationships with these professionals is good.

**To introduce a gross motor skills group for children who find motor activities and coordination difficult**

**To monitor the needs of new pupils who join our school and plan quickly for these needs if necessary.**

environments for impact of training  
 - Monitor progress of learners identified as dyslexic.

- To research the benefits of gross motor intervention.
- Observe gross motor groups in other schools.
- Liaise with the Specialist Teaching Service about identification of children who might benefit from gross motor exercises.
- Training for all staff including support staff.
- Group set up and SENDCo to monitor the impact

- Add a section in our new pupil information pack on SEND, informing parents of who the SENDCo is and what her role

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Ongoing

End of Summer 2019

End of Autumn 2019  
 Ongoing

End of Summer 2019

Children with gross motor difficulties are identified quickly and effectively and through monitoring of the support put in place we can measure impact.

All new parents will know who the SENDCo is in our school and what her role is.

			<p>includes.</p> <ul style="list-style-type: none"> <li>- SENDCo to introduce herself at the New Reception Parents evening and encourage parents to make contact if they have anything that they wish to share about their child's needs.</li> <li>- Add a section to our Assessment Policy which sets out how we assess new children who join our school at any time other than at the start of Reception.</li> </ul>	CM	End of Autumn 2018	Teachers will understand the expectations on them to assess new children for any additional needs and gaps in learning when they arrive.
<p><b>To improve and maintain access to the physical environment</b></p>	<p>The school building is all on one level with no steps or stairs.</p> <p>Corridors are wide enabling good access through the building.</p> <p>All rooms are accessible to a wheelchair user as doors are wide.</p> <p>The school has a purpose built disabled toilet which includes an area for changing.</p> <p>Within the disabled toilet there is also a wet room shower</p>	<p>To improve access for disabled users to adding additional ramps to more exits/entrances to include the EYFS door to their outside area which currently has a step.</p> <p>To add a disabled parking bay in the school car park.</p>	<ul style="list-style-type: none"> <li>- Build additional ramps where there are currently steps from classrooms</li> </ul> <p>Paint a separate bay for disabled user and add signage.</p> <p>In the long term, install an automatic gate to the front car park</p>	<p>CM</p> <p>CM</p>	<p>These actions will be considered as necessary on an annual basis relating to the needs of pupils, staff and parents OR as required when asked to admit a pupil who would require</p>	

	<p>which can be accessed by wheelchair users.</p> <p>There is an emergency pull cord in the disabled toilets.</p> <p>Permanent ramps to some entrances/exits (main front door, back door and Kandinsky classroom door)</p> <p>Ice is treated and snow is cleared on one main route into school as necessary.</p>		<p>which be operated remotely for disabled drivers/users.</p>		<p>these actions to be completed.</p>	
<p><b>To improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Some staff are trained in using Communicate in Print and all class teachers use visual timetables.</p> <p>Some staff are trained in using Clicker, a software package which supports writing with pictorial representations of words.</p>	<p>We would consider other adaptations which could be made if needed which could include:</p> <ul style="list-style-type: none"> <li>- Induction loops to assist hearing aid users</li> <li>- Internal signage to include a visual representation of what key rooms in school are used for</li> </ul>			<p>These actions will be considered as necessary on an annual basis relating to the needs of pupils, staff and parents OR as required when asked to admit a pupil who would require these actions to be completed</p>	