ACCESSIBILITY PLAN

The Rivers C of E Academy Trust

Approved by:	Director of Learning Development & Inclusion
Approved on:	
Next review date:	September 2026

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

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Aims

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Burlish Park Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed annually.

4. The Accessibility Plan will contain relevant actions to:

• Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

• Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; The school recognises its duties under section 149 of the Equality Act 2010 (Public Sector Equality Duty) to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

• Improve and make reasonable adjustments to 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. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan will be published on the school website.

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.

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 plan also reflects requirements for schools as set out in the Special Educational Needs and Disability Regulations 2014 and is informed by the Department for Education's guidance on statutory policies for schools and academy trusts.

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

Accessibility Plan

Facilities and initiatives already in place	
Physical	*Curriculum:*
• Lift between floors • Disabled Parking Bays • One level entrance to school • Disabled toilet on each floor • Refuge points • Wide corridors and doors • Accessible Forest School	• Braille Machine • PE equipment • Speech and Language sessions

Improving the Physical Access

Target	Strategy/Action	Outcome
Provide accessible walkways around school	Ensure all corridor areas are kept clear of obstructions.	Corridor space is maximised.
Ensure site remains accessible	A lift to access all areas; disabled toilets; wide corridors and equipment to help with reading and writing. Ensure service and maintenance contracts of premises related activities are continued.	School is accessible.

Improving the Curriculum Access

Target	Strategy/Action	Outcome

Increase access to the curriculum for children with SEND.	• Staff to deliver quality first teaching which is differentiated and scaffolded to meet the needs of all learners. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • Observations are carried out by senior leaders and head of departments.	• Children are able to access learning that is tailored to their needs so that they can make progress.
Improve the delivery of information for pupils with SEND	• Use a range of communication methods and resources to ensure information is accessible to all learners in the classroom and promoting independence where possible. • Working walls to support learners with vocabulary through the picture representations through Communicate in Print. • Individual IPads have software that mirror what is on the interactive whiteboard for children with visual impairments. • All written worksheets are printed in increased fonts for children with visual impairments. • PowerPoint presentation with off white backgrounds to be dyslexia friendly. • Use of Widget software to add symbols to vocabulary.	• Children's individual needs are met so that they can access the learning and make progress.

Improving the Delivery of Written Information

Target	Strategy/Action	Outcome
Make available school newsletter and other written information for parents in	• Braille versions can be produced on request.	• To ensure that school information is available for all, including any necessary adaptations to meet individual needs.

alternative formats e.g. braille .		