



Abbots Ripton Church of England Primary School

Accessibility Plan

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(Adapted from a model policy from The Key for School Leaders)

Date: Sept 2023

Review date: Sept 2027

Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith

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

Here at Abbots Ripton Church of England primary School, we aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure 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.

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.

	<p>Our SENDCo has achieved the SENDCo Award so is up to date with all current legislation regarding pupils with disabilities.</p> <p>The school has a positive relationship with the parents of pupils with SEND, developed through regular meetings to set short term targets and review these and update according to need.</p> <p>The school is proactive at seeking advice and support from other professionals when necessary and relationships with these professionals is good for example speech and language therapists and teachers of the deaf.</p>	<p>To introduce activities on the 'Gross Motor Skills Assessment' into daily practice for Early Years. This will include coordination, bi-lateral integration, balance and mid-line crossing.</p>	<p>whether children are enjoying the texts.</p> <ul style="list-style-type: none"> - Share the motor assessment from the Occupational Therapist with staff in Early Years. - Embed these 'exercises' into provision both inside and outside the Early Years classroom. - Monitor through observations. - Complete the assessment individually for any children identified through observations as finding some motor activities more challenging. - Use Occupational Therapy time to seek advice (and possible referrals) for identified children. - Monitor progress. 	<p>JW</p>	<p>End of Autumn A 2023</p> <p>End of each academic year</p> <p>Ongoing</p>	<p>The gross motor skills of all children will be developed and children with difficulties are identified quickly and effectively. As a result, support (or referrals to OT) are made promptly.</p>
<p>To improve and maintain access</p>	<p>The environment is adapted to the needs of pupils as</p>	<p>To improve access for disabled users to</p>	<ul style="list-style-type: none"> - Build additional ramps where there 	<p>CM</p>	<p>These actions will</p>	

<p>to the physical environment</p>	<p>required. At present this includes:</p> <p>The school building is all on one level with no internal 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 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>When the weather is icy/snowy, it is cleared on one main route into school as necessary.</p>	<p>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>	<p>are currently steps from classrooms</p> <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 which can be operated remotely for disabled drivers/users.</p>	<p>CM</p>	<p>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>	
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<p>To improve the delivery of information to pupils with a disability</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"> • Internal signage • Large print resources • Pictorial or symbolic representations <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>To assess on a needs basis prior to children joining our school.</p>	<p>We would consider other adaptations which could be made if needed which could include:</p> <ul style="list-style-type: none"> - Induction loops to assist hearing aid users - Internal signage to include a visual representation of what key rooms in school are used for or braille as necessary. 	<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 these actions to be completed</p>	
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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 Health, Safety, Security, Premises and Well-being (HSSPW) Committee.

It will also be approved by this committee.

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 and Disabilities (SEND) Policy and information report
- Supporting pupils with medical conditions policy