



ACCESSIBILITY POLICY

School Accessibility Plan

Purpose of the Plan

The purpose of this plan is to show how Russell Hall Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information for all pupils, staff and visitors with a disability.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Legal Background

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual Information

The school is an old Victorian Building. Adaptions to the building have been made in the form of an extension to create a school hall and an extension of an additional classroom which is currently the Year 6 college. The first floor of the school building and playground is accessible for a child in a wheelchair through both the main entrance and the entrance to the Reception Class. The school has improved access to the ground floor areas through widening the doorway. In addition a hygiene suite was created in school to support pupils needing catheterisation and hoisting.

The Current Range of Disabilities within Russell Hall Primary School

The school has children with a range of disabilities which include, Communication and Interaction (ASC etc.), Cognition and Learning (Dyslexia etc.), Social, Emotional and Mental Health and Physical& Medical. When children enter school with specific disabilities, the school works with the families and relevant external agencies to understand how to provide the appropriate care and resources to pupils to ensure that they are not placed at a disadvantage. Where necessary a medical care plan is created.

Information from pupil data and school audit

Russell Hall Primary School is a one form entry school, spanning Nursery to Year 6. Initial information to establish the profile of the pupils in Nursery and their needs is gathered by school staff. The information is collated prior to starting school by:

- Home visits
- Parent meetings.
- Induction meetings
- Information gathered from previous settings and providers

Annual questionnaires are sent to parents asking for information on disabilities. Discussion and communication with parents feeds into and informs the points for action including :

- Written information
- Physical environment
- Curriculum access

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equalities
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs & Disabilities
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- Supporting pupils with Medical conditions
- School Prospectus and Mission Statement

Russell Hall Primary School Accessibility Plan

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually	
Staff to have awareness of need of pupils with disabilities and the appropriate provision required.	Review staff training needs. Provide training for members of the school community as appropriate. Ensure cohort overviews are updated regularly.	Pupil needs are met	On-going.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	
To review access for wheelchair using pupils as they move through school	Plan any necessary amendments	Children are able to access areas of school	On-going	No current wheelchair users
To ensure that pupils with physical needs are continued to be supported in a safe way.	Update manual handling for staff who will be supporting pupils with physical needs	Staff will be able to support pupils using approved and recommended practices.	Summer 2024	
Ensure that data collection sheets for pupils new to school and new to the EYFS identify areas of need prior to starting school	EYFS manager to review procedures for pupils new to EYFS Administration staff to review data collection for pupils new to school	Needs are identified prior to admission and appropriate support can be implemented	Spring 2024	Meeting TBC with Inclusion lead and EYFS lead to discuss plans for Sept 2024
Review data collection sheets to identify the needs of parents/carers who may be visiting school to enable access to the school environment	Admin staff to review data collection and recording systems	Parents with disabilities are able to access the school environment	Summer 2024	
PHYSICAL ENVIRONMENT				

To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and ground. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going	
Ensure that physical equipment is safe and in good working order.	Annual service of equipment <ul style="list-style-type: none"> - Hoist - Evacuation chair 	Pupils with physical needs will be supported with fully compliant equipment Pupils will be able to evacuate the building safely	Annually	
Provide 'break out space' for pupils with Social, Emotional and Mental Health Needs	Audit the environment to determine appropriate spaces Develop plan to create 'break out' space including costings	Pupils with SEMH needs are able to access a quieter space, which is centrally located in school.	Summer 24	
Modifications to indoor and outdoor environment after advice from Physical and Medial team	<ul style="list-style-type: none"> - Adaptions to the bridge in the Nursery outdoor environment - Additional banister/railings on the steps to dining hall – completed 	Equipment is accessible for pupils with disabilities Pupil with disability is able to access the stairs more independently	Complete on-going checks	
CURRICULUM				
Continue to train staff to enable them to meet the needs of children with a range of SEND.	Inclusion manager to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going	
To ensure that all children are able to access all out of school activities. e.g. clubs, trips, residential visits, swimming etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCo.	

To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
To develop provision for pupils identified with dyslexic tendencies	Staff training for dyslexia Where appropriate referral to specialist teachers Improvement in resourcing for pupils with dyslexic tendencies	Pupils with dyslexic tendencies make progress in line with their peers and achieve their full potential	Summer 2024	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Book interpreter for parents who are EAL, use of ClassDojo as it automatically translates for parents	Written information will be provided in alternative formats as necessary. Parents will be able to access information and attend school events	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings and information about their children	Staff to hold parents' evenings by phone or send home written information as agreed.	Parents are informed of children's progress.	As needed	
To ensure all evacuation plans are up to date and meet the needs of all members of the school community	Regular evacuation drills that account for evacuation in a range of scenarios Personal Evacuation Plans in place for those with mobility needs Training in use of evacuation chair where necessary	Evacuation drills show that a range of scenarios have been planned for and show successful evacuations Clear procedures are in place and regularly reviewed	Ongoing	