



## **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. 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 EYFS. 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 an Individual Healthcare 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
- Safeguarding
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special educational needs and disability
- SEND information offer
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- Supporting pupils with Medical conditions
- School Prospectus and Mission Statement



## Russell Hall Primary School Accessibility Plan 2025-2028

Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
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 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.	Annually	
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	On-going	
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	On-going	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to	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	

the school's physical environment for all.				
Ensure that physical equipment is safe and in good working order.	Annual service of equipment	Pupils with physical needs will be supported with fully compliant equipment. Pupils will be able to evacuate the building safely.	Annually	
Modifications to indoor and outdoor environment after advice from Physical and Medical team	Regular updated meetings with the physical and medical team and SENDco.	Equipment is accessible for pupils with disabilities.	On-going	
<b>CURRICULUM</b>				
Continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDco 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.	
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.	
<b>WRITTEN/OTHER INFORMATION</b>				
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.	Written information will be provided in alternative formats as necessary.	On-going	

	Book interpreter for parents who are EAL, use of ClassDojo as it automatically translates for parents	Parents will be able to access information and attend school events		
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.	On-going	
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	On-going	