Policy name:	River Mead School Accessibility Plan
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Contents

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its 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 is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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.

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

Inspirational Learning for All

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium, and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Label all cupboards and shelves clearly using the schools handwriting policy	*Most cupboards are labelled, but not in the schools handwriting policy*	Short term - identify all cupboards and shelves requiring labels. Medium term – Label all unlabelled cupboards. Long term – Label all shelves and change any cupboard labels in old format.	See objectives	Staff at ASC, overseen by ST/LP	Dec 2023	Clearly labelled cupboards and shelves in the schools handwriting policy. All staff can find resources easier
School homework policy recognises and allows for the additional needs of some disabled pupil e.g., the needs to undertake therapy at home and the time it takes to do daily living tasks	Current practise does not explicitly recognise time needed for any additional undertaking of therapy at home	Short term – to review the homework policy Medium – to audit homework practices in each class Long – to ensure the policy reflects the aim and homework is differentiated and matched as appropriate	See objectives	LPu/KM/EL	April 24	Gather parental and pupil voice Review with class teachers Increased staff awareness

Planning facilitates inclusion e.g., allowing time for all pupils to complete key tasks.	Learning is personalised and individual learning goals/outcomes are taken into account when planning and delivering teaching. Regular learning walks completed by SLT and curriculum teams. Training delivered on Colourful Semantics to all teaching staff	Short term – monitoring and evaluation through learning walks. Medium – feedback given to teachers and further monitoring to review impact. Long term – further CPD for SEND.	See objectives	LPur/KM	April 24	All pupils will have completed key tasks.

Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by Trustees.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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Accessibility audit

TMT audit adapted from Wiltshire Accessibility Audit - River Mead

This checklist is to assist schools to audit their accessibility. This in turn will assist in the development of an Access Plan for each school.

Activity	RAG	Comments – any relevant issues to address	Priority – who is lead?	Done – Date & initial
Buildings				
Size and layout of all areas allows access for all pupils. (Classrooms, sporting, play, social facilities, hall, library).		Yes		
Wheelchair users can move around the school without experiencing barriers to access such as those caused by doorways, steps, and equipment.		LKS2 corridor from hall – 3 steps down to corridor Training room – stairs to room (no lift) Reception/Foundation – double doors to corridor have a high fob reader All areas can be accessed by using different routes with the exception of the training room. Another room could be provided for training purposes when necessary		
Floor surfaces are flat, clear, and non-reflective.		Yes – flat ribbed carpets or non-slip flooring throughout		
Consideration is given to ensure that signage and décor is not confusing or disorientating.		Yes – plain walls with display boards. Some further display work not on boards, however, not enough to cause confusion or disorientate		
Colour schemes in corridor reinforce space.		Yes – most corridors are painted in a light reflecting silk paint or if not, they are light in colour		
Chair and desk sizes are considered for each pupil.		Yes		
Classrooms have height adjustable worksurfaces.		Work surfaces are not height adjustable however are positioned at varying heights dependent upon the age range		
All doors have visibility panel at the correct height.		Most doors are compliant, but still, some throughout school that only have a high visibility panel	ST	

Signage reflects the school handwriting policy.		Present in some places – look at dyslexia friendly fonts	LP
Pathways are logical, well signed, and free from trip hazards.		Pathways are free from trip hazards. There are no directional signs around school. School plans are available upon request and help and assistance provided by staff if needed	
Handrails on steps and slopes.		Yes, to all areas with the exception of the steps (3) outside the leadership office, but these have a full height brick wall one side and a low wall to the other	
Clearly marked directions to classes, departments; possibly colour coded routes.		No. School plans would be provided if necessary or help and assistance from staff	
Rooms clearly labelled with words and/or symbols and/or tactile.		Most rooms have written/printed signs (not tactile). Tactile would be investigated if the need arises	
Notice boards clear and at pupil friendly heights.		Notice boards are well organised. At varying heights around school. All interactive whiteboards in classes are at the height appropriate for the age	
Access to transport convenient for disabled and non-disabled pupils.		Yes	
Lifts are easy to operate.		N/A	
Flat covered walkways between buildings.		Flat or slight incline where there are ramps available to use. No covered walkways – this would be a significant cost, so would look to reduce the need for this where required	
Changes of floor level are clearly visible.		Yes	
Ramps of the correct gradient.		Yes	
Disabled toilets positioned centrally to cut down journey time.		Toilets are present and in various locations/buildings	
Disabled toilets meet design requirements.		Yes	
Doors painted a contrasting colour to walls.		Yes	
Room available for therapy needs during the school day.		Yes	
Pupils can open doors as appropriate. (It is recognised that some doors are not expected to be opened by pupils.)		Yes	
Steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and placement of noisy equipment.		No pupils currently at school with a hearing impairment, but steps would be taken if required	

Lighting enhances space.		Yes		
Fire safety – movements and egress appropriate for all pupils.		Yes		
Teaching boards have good lighting and are non-reflective.		Yes		
Sinks are accessible to pupils, including taps and plugs.		Yes		
Room for storage and maintenance of specialist equipment.		Yes		
Sensory areas/gardens.		N/A		
Curtains/blinds are used to reduce glare and heat.		Yes – blackout blinds are fitted in rooms which are subject to more glare and heat		
Label cupboards and shelves clearly.		Some labelled. Add to action plan	TAs	
Staff – Teaching and Non-teaching				
Induction – to include H&S requirements and disability equality awareness.		Yes. All staff receive an induction and access to online induction pack.		
All staff have the necessary training and information to be aware of the impact a specific disability has on the pupils social, emotional, behavioural, and academic life.		Yes, training is undertaken as necessary to support pupils needs		
Positive behaviour management policies supported by all staff.		Yes		
All staff maximise pupil independence.		Yes		
All staff differentiate appropriately to provide opportunities for all pupils to achieve and respond to pupil diversity.		Yes		
All staff are aware of H&S requirements.		Yes		
All staff have received Manual Handling training and appropriate staff are aware of Handling Plans/Health Care Plans.		No, but training is undertaken when there is a specific need		
All teachers incorporate EHCP/MSP targets in their lesson planning.		Yes, as appropriate		
System in place for all staff, including temporary/supply staff, to be aware of the above plans.		Rarely have any supply staff, but when we do, they would be informed of needs, folder kept in the office		
Staff recognise and allow for the additional time required by some disabled pupils; to use equipment in practical work; to communicate using an aid.		Yes		
Staff recognise and allow for the mental effort expended by some disabled pupils, e.g., lip reading.		Yes		

Inspirational Learning for All

All the staff aware of the LA services which will support them to include pupils with specific disabilities.		Yes		
How to contact specialist support agencies is known e.g., Advisory Teacher, Physiotherapist.		Yes		
Staff have received training in communicating effectively with all pupils.		Yes		
Staff are familiar with technology and practices developed to assist pupils with disabilities.		Yes – ongoing due to changing need		
School homework policy recognises and allows for the additional needs of some disabled pupil e.g., the needs to undertake therapy at home and the time it takes to do daily living tasks.		This needs reviewing, and beneficial to include parent, child voice. Add to action plan	LoHa/ LPur	
Teaching				
Allowances made to enable pupils to manoeuvre themselves into position and organise themselves before the lessons commence.		Yes		
Choice of position in class for visual access to displays, boards, and teacher etc.		Yes		
Room size and organisation allows ease of movement.		Yes		
Position of key resources have considered lighting, e.g., teacher not sitting with back to the window.		Yes		
Lessons provide opportunities for all pupils to achieve.		Yes		
Liaison between teacher and support staff enabled before lessons.		Yes – weekly planning meetings		
Teaching strategies reflect pupil diversity		Yes		
Teachers communicate with all pupils not only through TA.		Yes		
All tasks set reflect pupils' ability to comply.		Yes		
Advanced planning facilitates availability of differentiated resources		Yes		
Teaching techniques empower the variety of learning styles.		Yes		
Planning facilitates inclusion e.g., allowing time for all pupils to complete key tasks.		Great inclusive practices across the school, to be consistent across all classes	LPur/ KM	

All pupils are encouraged to take part in all lessons, e.g., music, drama, and physical activities.		Yes		
Organisation				
Timetable considerations to minimise travel around building.		N/A		
PSHE programme differentiated to meet all pupil's needs.		Yes		
Plan of the school layout available to all pupils.		Yes – one would be available if required		
School trips/visits accessible to all pupils irrespective of attainment or disability.		Yes		
Transport arrangements do not exclude participation in after school activities.		TMT has an accessible minibus		
All clubs are inclusive, including after school/breakfast clubs.		Yes		
Sports day is inclusive. All participants valued.		Yes		
Systems are in place to disseminate appropriate information to peers with the consent/participation of the pupil.		Yes		
Designated quiet areas in recreation areas.		Yes		
Pupils are supported to be included in the MSP process.		Yes		
Pupils are supported to take a part in the Annual Review process.		Yes, where appropriate		
Letters/reports to parents, pupils are available in different formats, e.g., audio, braille, large print.		We can produce in large print if required. We would look at other formats if there was a need. Also produced in different languages as appropriate		
All parents able to access the building for parents' evening and meetings.		Yes – in the hall		
Information is presented in a way that is user friendly.		Yes		
Exam and non-examination achievements are equally valued.		Yes		