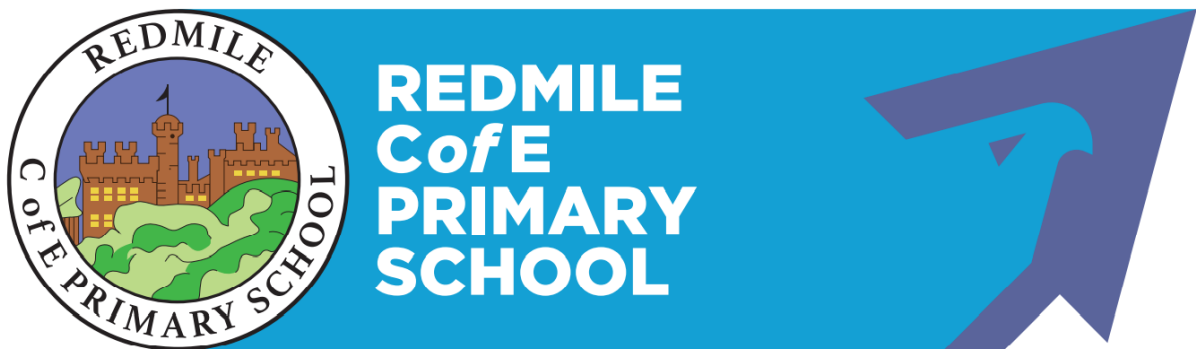


Redmile Church of England Primary School

Accessibility Policy and Plan 2021 - 2024

**“Teach children how they should live, and they will remember it
all their lives”.**
(Proverbs 22:6)



Approved by:	Chair of Governors	Date: 01.03.21
---------------------	--------------------	-----------------------

Last reviewed on:	26.02.2021
--------------------------	------------

Next review due by:	Spring 2024
----------------------------	-------------

Contents

1. Aims	2
2. Legislation and guidance	3
3. Provision.....	3
5. Monitoring arrangements	4
6. Links with other policies	4
4. Action plan	6

1. 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.

Definition (Equality Act 2010)

“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”.

School Vision and Values

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. At our school, we aim to:

We **E**ncourage **L**earning and **C**aring because **O**ur school **M**atters to **E**veryone.

We are dedicated to serving the community by providing our children with life skills to flourish in a diverse society. Every individual is valued and celebrated. Faith, spirituality, Christian and British values guide us through our journey at Redmile.

Our general duties, with regards to equality and inclusion are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community nor people we meet because of their: gender, race, age, disability/ability, religion or belief/no religion or no belief, sexual orientation , gender reassignment, pregnancy or maternity/paternity.

Our school aims to promote pupils' spiritual, moral, social, and cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity and inclusion.

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.

Redmile CE Primary School is an academy with RISE Multi-Academy Trust. "RISE schools will flourish and succeed by... being rooted in partnership with the local communities they serve. Schools will work respectfully with their parishes and schools beyond the Rise family, to support all children to thrive. We will endeavour tirelessly to support and work in partnership with the families our schools serve. Rise schools will be scandalously inclusive; every pupil will be valued and every pupil will achieve great things." <https://www.risemat.co.uk/visions-values/>

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.

2. 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 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.

3. Provision

Redmile CE Primary School is an inclusive school and we will make all reasonable and practicable provision for anyone with a disability so that they are enabled to access our facilities, activities and events. Provision for disability is of two generic kinds:

- a. the specific, particular and bespoke plans we make to meet the needs of an individual person with disability whether pupil, staff or visitor.
- b. generic provision addressing a broad spectrum of disability.

In the first case, we will always consult closely with the disabled person and/or their carers when planning access adjustments to meet specific needs. We will seek the advice of specialists if appropriate. Plans will be regularly reviewed and adjusted if necessary to reflect a changing situation, changing need or the identification of a better way of doing things. The views of the disabled person and/or their carers will always be significant part of this review process and we will always contribute effectively to a wider review of provision initiated by other agencies.

In the second case, we will ensure that the standing arrangements in school as these relate to school procedures and the physical environment are as disability-friendly as possible. Provision for pupil disability is closely matched to the particular individual needs and may include, for example:

- Appropriate 1-1 adult support
- Provision of specialist training to staff supporting a pupil with disability
- Adjustments to the curriculum, or to teaching methods to enable best possible access for disabled pupils
- provision of specialist equipment
- Incorporation of specialist equipment into the classroom environment
- Design and implementation of bespoke support systems matching need (e.g. behaviour and social support for pupils with ASD or ADHD)
- Adjustments in the school day

Provision for disabled staff or visitors is enabled following the same principles and often, the same means. Meaningful consultation and effective review are central in this context, too. In improving the physical environment of the school to be disability-friendly, we consider;

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings
- Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas.
- The provision of particular furniture and equipment to improve access.

5. 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 the Local Governing Body.

6. 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 (public sector equality duty) statement for publication
- Special Educational Needs/Disabilities (SEND) policies
- Medication Policy

4. 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
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. • Targets are set effectively and are appropriate for pupils with additional needs. • Curriculum is reviewed to ensure it meets the needs of all learners each term. • All staff, including midday supervisors, involved in training. 	<p>Curriculum plans are continually reviewed.</p> <p>Rigorous staff training programme planned.</p>	<p>Curriculum developments include specific reference to accessibility of all groups.</p> <p>Staff CPD: dyslexia and dyspraxia; attachment; mental health.</p> <p>Annual INSET on equality via staff meetings.</p>	Subject coordinators.	2022	<p>All needs of pupils are being met on an on-going basis to reflect those currently at the school and those who will join.</p> <p>Full NC entitlement.</p> <p>Teachers knowledge and awareness of disabilities increases, which improves impact of provision when required.</p> <p>Provide role models for children and young people; bring different life experiences and new skills to the school; help foster good relations with employees by showing that everyone is valued and treated fairly.</p>

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
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps/slopes • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • The buildings and site are on ground level • If a parent is disabled, staff will collect the child from the car outside of the school gates to support them 	Yellow markings required if a visually impaired child joins the school.	Work with SENA and the LA to ensure reasonable adjustments can be made.	SENDCo and Head of School.	When required.	<p>Any child or adult who are visually or hearing impaired, have reasonable adjustments made so that they attend the school.</p> <p>Retain the experience and skills of employees who become disabled during their working life and children on roll.</p>

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
Improve the delivery of information to pupils and adults with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Dyslexic-friendly environment 	Ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening.	<p>Parental surveys give opportunity for disabled people to disclose their disability.</p> <p>Where attendance is not possible because of a disability, make alternative arrangements; give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for a school drama production; give disabled parents preferential parking rights.</p>	HoS	<p>At least annually.</p> <p>On-going</p>	<p>Develop in-house expertise about what disabled staff and/or pupils</p> <p>Help foster good relations with employees by showing that everyone is valued and treated fairly.</p> <p>When necessary we will use the services of Access to Work.</p> <p>Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day to day communication with school.</p>

