



Riverside Primary Academy Accessibility Plan

2024-2027

Date: Autumn 2024 (to be reviewed Autumn 2027)

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Purpose, Aims and Objectives

The purpose of this plan is to show how Riverside Primary Academy intends, over time, to increase the accessibility of our school for pupils, staff, parents, carers and visitors.

The aims of this plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

Our objectives are detailed in the Action Plan below.

Legal Background

The plan complies with paragraph 3 of schedule 10 of the Equality Act 2010. The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had 3 key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils

The Equality Act (2010) re-states this duty on the Governing Body, merging previous legislation into a single Act of Parliament. Since 2003 it has been mandatory for all schools to produce an Accessibility Plan; this is that plan.

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against children because of sex, race, disability, religion, belief or sexual orientation”. According to the Equality Act 2010 a person has a disability if:

You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

- ‘substantial’ is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- ‘long-term’ means 12 months or more

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Trust Board an individual or the Head Teacher. At Riverside Primary Academy, the Plan will be monitored by the Strategic Team and evaluated by the relevant Governors. The current Plan will be appended to this document.

At Riverside Primary Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1.1 The Riverside Primary Academy Accessibility Plan has been developed and drawn up based upon current legislation and information gathered from relevant stakeholders. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 1.2 The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 1.3 Riverside Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to take positive action in the spirit of the Equality Act 210 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 1.4 The Riverside Primary Academy Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - 1.4.1 Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; (if a school fails to do this, they are in breach of their duties under the Equality Act 2010). 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 or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe.
 - 1.4.2 Improve and maintain access to the physical environment of the school, adding specialist facilities including but not limited to improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- 1.4.3 Improve the delivery of written information to children, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 1.5 The Riverside Primary Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 1.6 Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 1.7 This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Asset Management Plan
 - Behaviour Management Policy
 - Business contingency plan
 - Inclusion Policy, Equality Action plan and Single Equality Scheme
 - Health and Safety Policy
 - School Improvement Plan
 - Special Educational Needs and Disability Policy
- 1.8 The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 1.9 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 1.10 The Accessibility Plan will be published on the school website.
- 1.11 The Accessibility Plan will be monitored through the Strategic Committee.
- 1.12 The school will work in partnership with the Local Authority and any other relevant bodies in development and implementing this Accessibility Plan.
- 1.13 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Access Audit

Riverside Primary Academy is a modern building, built in 1973 and extended in 2014 which is easily accessible. Our onsite car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or have a ramped option and all have wide doors fitted. The main entrance is accessible to anyone in a wheelchair or with walking difficulties. The main entrance features a secure front office being fully accessible to wheelchair users who enter from the front of the school. There are disabled toilets available in the front office, nursery and key stage 2 sections of the building. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Management, Co-ordination and Implementation

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority in these circumstances.

2021-2024 Accessibility Action Plan

Aim 1: To increase the extent to which all pupils can participate in the school curriculum

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To liaise with nursery providers and parents to review potential intake to nursery and reception	To identify pupils who may need additional to or different from provisional for new intake	Ongoing	HT Nursery staff and SENDCO	Procedures/equipment/ideas set in place for each individual pupil as need is identified
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders Business Manager	All policies clearly reflect inclusive practice and procedure
To establish close working relationships with parents	To ensure collaboration and sharing between school and families	Ongoing	HT All teachers	Clear collaborative working approach
To establish close working relationships with outside agencies with pupils with ongoing health needs e.g children with severe asthma, epilepsy, diabetes, cerebral palsy, heart conditions or mobility issues	To ensure collaboration between all key personnel	Ongoing	HT SENDCo Class teachers TAs Outside Agencies	Clear collaborative working approach
To ensure equitable access to the curriculum for all children	A differentiated curriculum with alternatives offered. The use of appropriate assessments to assist in developing learning opportunities for children and also in assessing progress in different subjects. A range of support staff including trained teaching assistants. Use of	Ongoing	HT SENDCo Educational Psychologist Autism Outreach Team Occupational Therapy	Advice and strategies given by outside agencies should be evidenced in classroom practice when appropriate or accomplishable. All children are supported and accessing the curriculum.

	interactive ICT equipment of specific equipment as needed.			
To review attainment of all pupils with SEND	SENDCo/Class teacher meetings Pupil progress Scrutiny of assessment system Regular liaison with parents	Regularly	Class teacher SENDCo Assessment coordinator	Progress made towards PLPs. Use of P levels and other assessments used in school to assess pupil progress.
To promote the involvement of disabled students in classroom discussions/activities to take account of a variety of learning styles and teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier • Software for the visually impaired • Practical and physical resources • Training for relevant staff • Giving alternatives to enable pupils with disabilities to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people • Making reasonable adjustments 	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in provision classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
To ensure that school visits are made accessible to all pupils.	Plan all visits for the needs of the group and adapt if necessary.	Ongoing	All staff	All children are able to enjoy school visits

To evaluate and review the above short and long-term targets annually	See above	Annually	SLT and Governors	All children making at least good progress academically or against Pfa's
To deliver findings to the governing board.	Link Governor's report to governors	Termly SEND Governor/SENDCo meetings	SENDCo SLT and SEND governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as access, lighting and colour schemes and accessible facilities and fittings	Ongoing	HT SLT	Using available resources to enhance learning for all e.g. sensory equipment, forest school
Ensure visually stimulating environments for all children	Engaging displays in classrooms and shared areas as appropriate, but use to be made of communication friendly displays to avoid sensory overload, inviting role play areas, stimulating resources available at break and lunch times	Ongoing	Teaching and non-teaching staff, monitored by phase leaders	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved	Create access and evacuation plans for individual disabled children as part of the PLP process. Undertake confidential survey of staff and	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible

	governors to ascertain access needs and make sure that they are met. Include questions in the confidential pupil questionnaire about parents/carers access needs and ensure they are met in all events.			
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Medical plans to be completed by parent and appropriate member of staff and shared with all key staff members.	With immediate effect, to be constantly reviewed	Deputy Head Teacher Occupational Health School nurses	All children who need one, to have a medical plan. Key personnel working with the pupil are aware of the child's needs
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for the drop off and collection of children with disabilities. Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for parents who need it. Adopt a more proactive approach to identifying access requirements of disabled parents.	With immediate effect, to be constantly reviewed	Whole school team with immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their children's education.
To improve community links	School to continue to have strong links with school cluster and the wider community	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community and their needs. Improved community cohesion.
Continue to develop playgrounds and facilities	Look for funding opportunities and apply for funds/raise funds with events	Ongoing	Whole school approach	Include child-friendly, fully accessible play areas

To ensure driveway, roads, paths around school are as safe and accessible as possible	Communication with parents with via safety messages/letters, walk to school week, bike-ability, water safety and road safety	Ongoing	Site manager Community lead PE leader	No accidents
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Aim 3: To improve the delivery of information to disabled pupils and parents

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To ensure that all children with ASD have access to the curriculum	Regular parental communication Individualised multisensory teaching strategies used for ASD children. Identification of training needs for staff	Ongoing	All staff to be aware	ASD children to access curriculum and wider opportunities
To enable improved access to written information for pupils, parents and visitors	Raising awareness of font size and page layouts to support pupils with visual impairments Auditing the class library to ensure the availability of large font and easy read texts will improve access Auditing signage around school to ensure that it is accessible to all. Use interpreters and translators as required.	Ongoing	All staff to be aware Site manager	Improving access for all children, staff, families and the community
To review children's records ensuring school has awareness of any disabilities	Information collected about new children. Records passed up to each class teacher End of year class teacher transition meetings	Ongoing	Class teachers Outside agencies SLT Office staff	
To ensure that information held is up to date and	Termly reviewed personal learning plan meetings		DHT Class teachers	

communicated to the right staff	Medical forms updated annually for all children. Personal health plans Photos of children with significant health problems in each classroom.		Outside agencies SLT Office Staff	
In-school record system to be reviewed and improved where necessary	Record keeping system to be reviewed	Continual review and improvement	DHT	Effective communication of information about disabilities throughout the school.