

Rivelin Primary School

Excellence For Every Child Every Day



Rivelin Primary School Accessibility Plan 2017-2020

1. Legal Background

The Equality Act 2010 (previously existed under the Disability Discrimination Act - DDA) requires all schools and LAs to plan to increase the accessibility of schools for disabled students. Both schools and LAs are required to plan for:

I. Improving access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

II. Increasing access for disabled students to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

III. Improving the delivery of written information to disabled students

This covers planning to make written information normally provided by the School to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LAs may help schools by organising central support services to provide information in alternative formats. LAs may also encourage schools to share information and expertise. The LA must consult with schools when preparing its accessibility strategy. LAs and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LAs and schools should prioritise resources for implementing their strategies and plans. Maintained schools must make their plans publicly available in their governors' annual report to parents. LAs are required to make their strategies available for inspection to interested parties at reasonable times.

2. Definitions

The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities” Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for, statements of Special Educational Needs, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

- 1.** This Accessibility Plan has been drawn up in consultation with staff and Governors and covers the period 2017-20.
- 2.** This statement sets out the ways in which Rivelin Primary School provides 'access' to education for students with a disability.
- 3.** At Rivelin Primary School, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 4.** Rivelin Primary School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;
 - Improve access to the physical environment of the School;
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities.
- 5.** Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up for the following three-year period, 2017-20.
- 6.** It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- Equality Scheme
- Health & Safety
- Special Educational Needs
- Behaviour
- School Improvement Plan
- Anti-Bullying
- School Prospectus and Mission Statement
- Educational Visits

8. As curriculum policies are reviewed, a section relating to access will be added where appropriate. The terms of reference for all governors committees will contain an item on “having regard to matters relating to access”. The School Prospectus will make reference to this Accessibility Plan.

9. The School will work in partnership with the local authority in developing and implementing this plan and will adopt in principle the LA strategy for accessibility.

10. The School plan will be monitored through the Standards, Finance and Resources Committees of the Governors

i. Improving Access to the Curriculum

Target	Action	Who will do it?	How Long?	Outcome
Develop range of learning resources that are accessible for students with different disabilities.	Review curriculum resources and audit of staff training requirements	Subject Leaders	On-going	Students with disabilities have increased access to curriculum materials. All teachers are more able to meet children's needs with regard to accessing the curriculum.
Teachers develop their knowledge of different teaching and learning styles.	Identify suitable professional development opportunities ie, Learning Support Service	Performance Management Team Leaders	Twice yearly On-going as the need arises	Teachers use multiple intelligence principles to suit wide range of learning styles. Higher attainment for students with SEN / disabilities.
Teachers develop skills to deal with students who have specific disabilities	Specific training for new and existing staff relating to disabilities experienced by students	SENCO Support agencies	On-going	Staff have greater understanding of disability issues.
Disability equality issues are incorporated into Citizenship curriculum	Ensure age appropriate coverage throughout school	School Development Team	On-going	Students have greater understanding of disability issues.
Ensure that school makes reasonable adjustments to meet the need of individuals	Meet with parents/carers and support agencies to consider reasonable adjustments	SENCO	On-going	Students with disabilities have increased access to curriculum.

All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review provision to ensure compliance with legislation	Headteacher	On-going	All out-of-school activities will be conducted in an inclusive environment increasing access for all disabled pupils
Classrooms are organised to promote the participation and independence of all pupils	Review the layout of furniture and equipment to support the learning process in individual class bases.	All teachers	On-going	Lessons start on time without the need to make adjustments to accommodate the needs of pupils. Therefore pupils have increased access to the curriculum

ii. Improving Access to the Physical Environment

Target	Action	Who will do it?	How Long?	Outcome
Continue to monitor access to school buildings for students, staff and visitors with mobility problems	As required	Building Supervisor School Manager	As required	Students, staff and visitors with disabilities have improved access to school buildings.
Ensure fire procedures take account of the needs of students with disabilities	Review the needs of identified students Ensure that appropriate provision, including places of high risk have been established	School Manager SENCO	As required	Identified students are safe and have a clearly recognised set of procedures to meet their needs in case of fire

iii. Improving Access to Information

Target	Action	Who will do it?	How Long?	Outcome
Make information more accessible to all stakeholders with disabilities	Use LA/support agency recommendations to develop plans to make information more accessible	SENCO Headteacher	As required	Stakeholders with disabilities have greater access to information. School able to respond appropriately to requests for information in alternative formats.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT to produce customised materials	SENCO	As required	Delivery of school information to pupils and parents with visual difficulties is improved
Raise the awareness of adults working at or for the school on the importance of good communication systems.	Provide training and regular updates	SLT	As required During induction of new staff	School is more effective in meeting the needs of pupils