



## Rugby Free Primary School Accessibility Plan

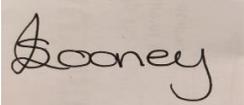
January 2020

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### POLICY APPROVAL

Policy Level:	RFPS Local Policy
Date of issue:	January 2020
Author:	Rugby Free Primary School
Date of Next Review:	January 2022
Signature:	 Steph Looney Chair of Governors, Local Governing Body
Date of Signature:	January 2020

#### 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

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.

Our school ethos is value driven with good values taught integrally in all that we do. We want all our children to grow up valuing themselves and others. Our key school values are ambition, resilience, respect, curiosity, collaboration and kindness.

This 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.

RFPS recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils who are disabled. Provision for these pupils was made in terms of planning pre-opening. Similarly, the school will always cooperate with parents and carers in the administration of medication to those children with permanent conditions, such as asthma, whose education would be severely disrupted if it was not available at school. The school is committed to actively and continuously investigating ways of making all areas fully accessible for disabled pupils.

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, including pupils, parents, staff, governors and the trust of the school.

## 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 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.



### 3. Action plan

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

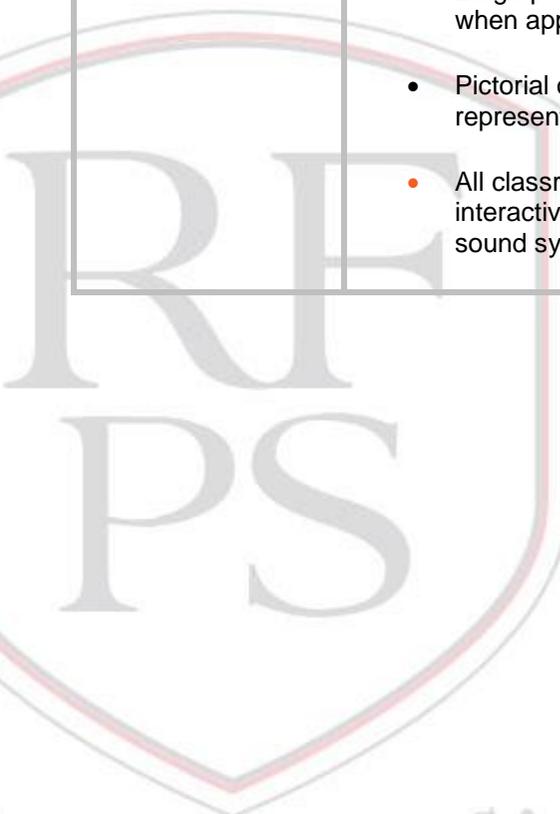
Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Review
<p>Increase access to the curriculum for pupils with a disability</p>	<p>RFPS offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The inclusion leader monitors that provision maps are being produced half termly to meet the needs of all children.</p>	<p>To continue to offer a rich curriculum meeting the needs of all pupils as the school grows.</p> <p>To ensure changing displays reflect those with disabilities.</p> <p>To ensure provision is continuously targeting and supporting all children allowing them to fulfil their potential.</p>	<p>Review curriculum ensuring that all needs of pupils are met.</p> <p>Audit displays to ensure there are examples of people with disabilities.</p> <p>Inclusion leader to monitor provision maps to ensure needs of pupils are being met.</p> <p>Pupil progress meetings to monitor the progress of all pupils</p>	<p>KS</p> <p>KS</p> <p>EH</p> <p>RB, KS, NS</p>	<p>Spring 2020 and ongoing</p> <p>Spring 2020 and ongoing</p> <p>Ongoing</p> <p>Termly</p>	



	<p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p> <p>External agencies (eg, hearing support team) work effectively with school staff to support children with disabilities.</p>		Primary School			
<p>Improve and maintain access to the physical environment</p>	<p>At RFPS the environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Mostly flat surface and ramps where necessary (e.g. by Reception door)</li> <li>• Lifts</li> <li>• Wide corridors</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities on both floors and accessible from playground.</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Evac chair on current Reception / Yr2 stairway.</li> </ul>	<p>To ensure there are enough toilets for the growing numbers of children being taught on the first floor.</p> <p>To ensure the Y1 area is accessible.</p> <p>To ensure all risk assessments are in place for those children with specific needs and disabilities.</p> <p>To ensure the area currently used as a nursery (including the outdoor area) is ready for school use in September 2021.</p>	<p>Convert adult toilets into block of children's toilets.</p> <p>Convert downstairs toilets into adult toilets and later add children's toilets in current nursery.</p> <p>Clear the Y1 corridor so that the narrow space is not further restricted.</p> <p>Review and add risk assessments each year.</p>	<p>RB, SP</p> <p>RB, SP</p> <p>KS, EH</p> <p>SP, EH</p>	<p>Plans in place by Spring 2020</p> <p>Spring 2020</p> <p>Ongoing</p>	



	<p>Further chair to be purchased for Yr3/4 stairway.</p> <ul style="list-style-type: none"> <li>Risk assessments in place for those children with disabilities and specific medical conditions.</li> </ul>		Primary School			
<p>Improve the delivery of information to pupils with a disability</p>	<p>RFPS uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Makaton</li> <li>Large print resources when appropriate</li> <li>Pictorial or symbolic representations</li> <li>All classrooms have visual, interactive screens and sound systems</li> </ul>	<p>To ensure everyone is able to use Makaton with the children.</p> <p>To ensure development of the new classrooms includes the installation of visual, interactive screens and sound systems.</p>	<p>Makaton training if needed for newly appointed staff members.</p> <p>Planning for the development of new classrooms as the school grows.</p>	<p>RB</p> <p>RB, SP</p>	<p>Autumn 2020</p> <p>Summer 2020 and 2021.</p>	





#### 4. Review and Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and trust.

#### 5. Links with other School Policies and procedures

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 (SEN) information report
- Supporting pupils with medical conditions policy





## Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 floors accessible by stairs and lifts.	-		
Corridor access	Corridor access is wide in most places. Narrow corridors outside Y1 area.	Clear equipment from already narrow Y1 area	KS, EH	Spring 2020
Lifts	2 lifts at center of school.	Ongoing maintenance	SP	Ongoing
Parking bays	Two disabled parking bays for use of staff and parents of blue badge holders.	-		
Entrances	6 school entrances / exits all with wide / double doors. 4 classroom door leading onto play areas.	-		
Ramps	One wide ramp leading to reception classroom.	-		
Toilets	2 disabled toilets (1 located on each floor). Three sets of	Convert adult toilets into block of children's toilets.		



	children's toilets on ground floor. One set of children's toilets on upper floor. One set of adult toilets on upper floor.	Convert downstairs toilets into adult toilets and later add children's toilets in current nursery.		
Reception area	One wide door and one rotating door. Wide, open area with good access.	-		
Internal signage	Some internal signage e.g. for toilets	Consider purchasing more internal signs.	RB, SP	Summer 2020
Emergency escape routes	Clearly signed.	Regular fire safety checks.	SP	Termly

