



# Accessibility Plan

<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2024
<b>Last reviewed on:</b>	September 2024	
<b>Next review due by:</b>	September 2027	



## **Accessibility Plan**

**September 2024-September 2027**

At Radford Semele C. of E. Primary School, we are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The Equality Act 2010 has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.



### **Areas of planning responsibilities**

This plan sets out the proposals, over time, to increase the accessibility of provision for all pupils, staff and visitors to school. The Accessibility Plan will contain relevant action to:

- Increase the extent to which disabled pupils can participate in the **school curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improve the **environment of the school** to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education)
- Improve the delivery to disabled pupils of **information which is provided in writing** for pupils who are not disabled (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

### **What do we classify as a disability?**

A person has a disability if she or he has a physical or mental impairment in carrying out normal day to day activities.

The agreed definition of disability, supported by the Disability Rights Commission, is:



“adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning”

(From the Disability Equality Guidance document)

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.

It is a requirement that the School’s Accessibility Plan is resourced, implemented and reviewed as necessary. Below is an action plan showing the priorities identified in the plan. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.



## Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

<b>Objectives</b>	<b>Action</b>	<b>People</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
SEND Code of practice fully embedded to ensure access to the whole curriculum for all pupils.	Reinforce responsibilities of all teachers as outlined in Teacher Standards; drop ins, discussions at pupil progress meetings, pupil voice and moderation of children's learning to confirm this is routinely part of life of the school.	All Staff	CPD time	Ongoing	Teachers are able to meet the requirements of all children's needs with regards to accessing the curriculum  Teachers are aware of the relevant issues and can ensure that any group or individual has equality of access to life- preparation learning.  Increase in staff knowledge and expertise  School will be fully inclusive.



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Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	<p>All staff attend appropriate training.</p> <p>Ongoing guidance from external agencies (SALT, SEND Supported, Compass etc.)</p> <p>Staff work alongside SENDCo to make relevant referrals.</p>	All Staff	<p>Time</p> <p>Cost of CPD</p>	Ongoing	<p>All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.</p> <p>Children with any disability are successfully included in all aspects of school life.</p>
Ensure quality first teaching meets the needs of all children through adaptive teaching.	<p>Focused teacher planning informed by assessment of individual pupil needs.</p> <p>Effective adaptive teaching strategies.</p> <p>Intervention and consolidation provided promptly where necessary.</p> <p>Curriculum is reviewed frequently to ensure it meets the needs of all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	All Staff	<p>Time</p> <p>Cost of CPD</p>	Ongoing	<p>All pupils make appropriate progress.</p> <p>Needs of all learners met with reasonable adjustments.</p>



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Adaptations to the curriculum to meet the needs of individual learners.	Pastoral support  Timetable adaptations  Individual interventions / programmes  Use of access arrangements for assessments / SATs	SENDCo	Time	Ongoing	Needs of all learners met enabling positive progress and outcomes.
Ensure all children on SEND register have a Personal Support Plan which is shared with all staff working with pupil.	Personal Support Plans are reviewed termly.  SENDCo to monitor.	Teachers  SENDCo	Time	Termly	Personal Support Plans are up to date and form a key part of the planning process for all pupils.
All extra-curricular activities are planned to ensure, where reasonable; they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation.  SENDCo to monitor SEND register and attendance to clubs.	All Staff  PE Subject lead  SENDCo	Time	Ongoing	All out-of-school activities will be conducted in an inclusive environment.  Increase in access to all school activities for all pupils.

### Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.



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<b>Objectives</b>	<b>Action</b>	<b>People</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Maintain safe access around exterior of school	<p>Ensure that pathways inside and outside are kept clear.</p> <p>Make sure grounds maintenance contractors know which areas to prioritise.</p> <p>Ensure flooring, furniture and layout enables safe access for all.</p>	Caretaker	Cost of any maintenance	Ongoing	Clear access in all parts of the school
Personal hygiene and medical issues are dealt with paying full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those requiring support with toileting.	<p>Clear plans, identifying where children will take medication/ toileting.</p> <p>Care plans are created for children with medical and toileting needs.</p>	All Staff	N/A	Ongoing	<p>Children are able to take medication in a safe, designated space.</p> <p>Children requiring toileting support have a safe, dignified place.</p>





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The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	<p>Access plans for individual disabled pupils as part of the Care Plan process when required (e.g. PEEP).</p> <p>Be aware of staff, governors and parent/carers access needs and meet as appropriate. Collate information in school office to acknowledge the disability needs of parent/carers and the potential requirement of school support. Consider access needs during recruitment process.</p> <p>PEEP and BEEP regularly reviewed.</p>	SLT  All Staff	Time	<p>As required</p> <p>Induction/ ongoing if required</p> <p>Recruitment process</p>	<p>Care Plans (acceptable to pupil, parents and staff) in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parent/Carers have full access to all school activities. Access issues do not influence recruitment and retention.</p>
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated/invacuated.	<p>Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place.</p> <p>Ensure all staff are aware of their responsibilities.</p> <p>Review invacuation procedure and organise regular drills.</p>	Designated staff	<p>PEEP completed</p> <p>Time</p>	As required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation.
Ensure accessibility of access to IT equipment including support for hearing impaired where required.	<p>Alternative equipment in place to ensure access to learning.</p> <p>Advice from external agencies regarding information to the</p>	SENDCo	Cost of equipment	As required	Hardware and software available to meet the needs of children as appropriate



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	hearing/ visually-impaired.				
All fire escape routes are suitable for all and incorporates appropriate capacity for disabled pupils	Make sure all escape routes are clutter free and suitable for all pupils.  Evacuation signage is visible to all.	Caretaker	Time	On-going and as required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation

## Improving the delivery of information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should consider pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

<b>Objectives</b>	<b>Action</b>	<b>People</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Availability of written material in alternative/adapted formats	All staff and parents aware of a range of alternative formats.	SENDCo	Cost of translation and adaptation	As necessary	Written information available in alternative formats on request.  Information always signposted and readily



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					available on school website.
Children with Visual Impairment are able to access classroom resources.	Liaise with the relevant agencies to identify the equipment/modifications that are required.	SENDCo  All Staff	Time  Cost of any resources	Ongoing	Children with Visual Impairment will be able to access the curriculum fully.
Information is presented to groups in a way which is user friendly or suitable for people with disabilities.	Staff organise written materials with cognitive load taken into consideration.	All Staff	Time  Cost of any resources and CPD	Ongoing	Children with SEND are able to access the curriculum.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Parent survey used to collect parent views at regular intervals.	SENDCo	Time  Google form	Annually	School is more aware of the opinions of parents and acts on this.  Parental opinion is surveyed and action taken appropriately.
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them and they are accessible to all stakeholders.	Provide information, policies, plans and letters in clear, enlarged print.  Ensure website and all document accessible via the school website can be accessed by the visually impaired.	SLT  Any staff writing policies	Time	Ongoing	All aspects of school life promote equality of opportunity for all pupils and promote the school values.