

Rivington Foundation Primary School



Accessibility Plan 2024-2027

Growing Together: Living Life
to its Fullest; Making a
Difference Along the Way

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Stakeholders consulted in the policy	Governors	SLT	Teaching Staff	Support Staff	Admin Staff	Parents/Carers	Pupils	Local Community	Extended Services	
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1. Aims of the Accessibility Plan

This Accessibility Plan outlines how Rivington Foundation Primary School aims to increase educational access for pupils with disabilities, in alignment with the three key areas required by the Equality Act 2010: the curriculum, physical environment, and access to information.

A disability, as defined by the Act, includes any physical or mental impairment that has a substantial, long-term adverse impact on a person's ability to perform typical day-to-day activities.

The aims of this plan are to:

- Enhance the participation of pupils with disabilities in all aspects of the curriculum.
- Improve the physical environment of the school to ensure pupils with disabilities can fully benefit from the education, facilities, and services provided.
- Increase the availability of accessible information to better support pupils with disabilities.

These objectives will be achieved within a reasonable timeframe, considering the specific needs of pupils with disabilities and the input of both parents and pupils. When developing an accessibility strategy, the Local Authority (LA) must ensure adequate resources are allocated to implement these actions effectively.

The governing board acknowledges its responsibilities to employees with disabilities and commits to:

- Reviewing recruitment processes to ensure equal opportunities for candidates with disabilities.
- Providing necessary support and resources to enable employees with disabilities to perform their roles without obstacles.
- Making reasonable adjustments to facilitate workplace access for staff members.

The plan will be funded, implemented, reviewed, and updated in collaboration with:

- Parents of pupils.
- The Senior Leadership Team (SLT) and relevant staff members.
- The governing body.
- External partners.

This plan undergoes review every three years to address the evolving needs of the school and its pupils, as well as following any school refurbishments.

2. Accessibility Audit

The governing board conducts an annual Accessibility Audit to assess and improve access for pupils with disabilities across three key areas:

- **Access to the Curriculum** - The governing board evaluates the degree to which pupils with disabilities can participate in the curriculum on an equal footing with their peers.
- **Access to the Physical Environment** - The governing board examines how effectively pupils with disabilities can navigate and utilize the school's physical environment.
- **Access to Information** - The governing board assesses the availability and accessibility of information for pupils with disabilities.

The audit considers a wide range of disabilities and impairments, including, but not limited to:

- **Ambulatory Disabilities** - Pupils who use wheelchairs or mobility aids.
- **Dexterity Disabilities** - Pupils with impairments affecting manual handling of objects and fixtures.
- **Visual Disabilities** - Pupils with visual impairments or sensitivities.
- **Auditory Disabilities** - Pupils with hearing impairments or sensitivities.
- **Comprehension** - Pupils with hidden disabilities, such as autism and dyslexia.

The audit findings are used to develop specific actions to close any identified gaps and enhance accessibility, focusing on short-, medium-, and long-term goals. All actions will be implemented within a reasonable timeframe, taking into consideration the needs of pupils and their parents' preferences. Further details on the planned actions are outlined in the following sections of this document.

3. Planning Duty 1: Curriculum

Term	Target	Strategies	Responsible	Timeline	Expected Outcome	Review
Short Term	Ensure effective transition for children with disabilities	<ul style="list-style-type: none"> - Meet with feeder schools to discuss transitioning students with the transition lead and Year 6 teacher - Class teachers meet with previous teachers to discuss student needs 	SLT, Teachers, SENCO	Spring 2025	All children with disabilities have access to a tailored transition program to facilitate curriculum access in the next year group.	Summer 2025
Medium Term	Improve vocabulary development across the school	Focus on CUSP vocabulary instruction with identified students	Teachers, SENCO	Autumn 2024	20% of targeted students show improved vocabulary, enabling them to access their year group's curriculum objectives.	Summer 2026
Long Term	Provide curriculum support for SEND students unable to access mainstream lessons	<ul style="list-style-type: none"> - Develop the Treehouse provision to support SEND students - Promote a blended approach where suitable 	SLT, SENCO	Autumn 2024	SEND students receive quality, accessible lessons and provision tailored to their needs.	Ongoing

4. Planning Duty 2: Physical Environment

Term	Target	Strategies	Responsible	Timeline	Expected Outcome	Review
Short Term	To provide pupils with a safe space for times of high anxiety.	Establish a designated 'Nest' in the downstairs office.	SLT	Autumn 2024	All pupils understand how to appropriately use the room during high anxiety to balance their emotions, allowing them to return to class.	Summer 2025
Medium Term	To ensure that all learning environments are safe and accessible for the upcoming cohort.	Conduct an audit of the physical environment and implement necessary changes.	SLT	Autumn 2024	The school identifies accessibility barriers within its physical environment and develops a plan to address them.	Summer 2026
Long Term	To recognize and address the access needs of pupils, staff, governors, parents/carers, and visitors with disabilities.	Develop access plans for individual disabled pupils as part of the Support Plan process when necessary. Ensure all staff are aware of access needs of staff, governors, and parents, and accommodate as appropriate	SLT	Autumn 2024	SEND students receive quality, accessible lessons and provision tailored to their needs.	Ongoing

5. Planning Duty 3: Information

Term	Target	Strategies	Responsible	Timeline	Expected Outcome	Review
Short Term	Ensure all displays are accessible to all children. - Promote continuity across key stages through a whole school approach to displays.	Ensure all display lettering is clearly visible. - Limit the number of displays but enhance quality. - Use hessian backing for a calming effect. - Maintain clear themes across displays throughout the school.	All Staff	Autumn 2024	All pupils can utilize age-appropriate displays and signage to aid their access to the building and curriculum.	Summer 2025
Medium Term	Enable all parents to easily access school communications.	Set up the Reach More Parents App for all parents. - Prioritize communication in the School Development Plan (SDP) and encourage staff to engage with parents face-to-face.	SLT	Autumn 2024	All written information is accessible and appropriate for parents.	Summer 2026
Long Term	Ensure the school website is current and easily accessible.	Conduct an audit of the website and maintain updates.	SLT	Autumn 2024	The website is fully accessible to all users.	Ongoing