

# Accessibility Plan 2022 - 2026

Written by: Heather Cape

Last review date: May 2022

Review: May 2025



The Equality Act 2010 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The Equality Act 2010 requires schools to make 'reasonable adjustments' so that all children can access their facilities and services. The term 'reasonable' is not explicitly defined in the Act, which leaves it up to the discretion of the school to determine this. Some (but not all) of the factors that may influence a decision are:

- Financial resources of the school
- Cost of the aid or service
- Effectiveness of the aid
- Effect on other pupils
- Health and safety requirements
- Provisions already made by the SEN Framework

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

## Aims

Our school aims to treat all its students fairly and with dignity, courtesy and respect. This involves providing access and opportunities for all students without discrimination of any kind. We are committed to a fair and equal treatment of all individuals; able bodied or disabled. We are

committed to improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

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. We work closely with the sensory support service to ensure that we are informed of any difficulties that students have in accessing the school site or curriculum.

Our school's complaints procedure sets out the process for raising any concerns relating to accessibility in school. We have considered the views of a range of stakeholders in the development of this accessibility plan, including students, parents/carers, staff and governors of the school.

## **Our School Vision**

***At Richard Coates Church of England Primary School, our mission is to enable all individuals to achieve their full potential within a happy and caring Christian community.***

We believe all children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated. We recognize the need to work in partnership with parents and value the contribution parents make to their child's education.

Teaching at Richard Coates seeks to ensure that:

- All children make excellent progress regardless of their age, ability or background.
- Learning in our school is fun and challenging; it has relevance to the community in which our pupils live whilst ensuring that they respect and appreciate diversity.
- Equality of opportunity is embedded in the life of the school.

Richard Coates School has clear ways of identifying, assessing and making provision for SEN and Disability, as set out in the **SEND Information Report 2022**.

As an inclusive school we welcome learners with different needs and are happy to listen to new requests and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how the learners' needs should be met.

Richard Coates School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so that thought is given in advance to what disabled children and young people might require in the future and what adjustments might need to be made to prevent that disadvantage.

## **Current position**

Our current school position, including details of the provision we offer to our SEND pupils, is reflected in our **SEND Information Report** and **Equalities Report**.

Staff in school (teachers and teaching assistants) at Richard Coates have received training and are experienced in supporting pupils and making adaptations for:

- ASD
- Select Mutism
- Social, communication and interaction difficulties
- Social, Mental and Emotional difficulties
- Hearing Impairment
- Gross and fine motor skills
- Cognitive learning difficulties
- Health conditions such as epilepsy and diabetes
- Pupils with limited mobility or physical disabilities
- Visual impairment

## **Physical Environment**

We moved into a new purpose built primary school in February 2021 with all of the benefits of a modern school building designed around the needs of primary aged pupils. It is a 2-storey building with large external play areas consisting of tarmac, fields, woodlands and a MUGA.

The site and building are easily accessed by car, bus or walking. There is a car park on site with a dedicated disabled bay close to the building entrance. Disabled and wheelchair access to the building is excellent with a number of ground floor access points and no stairs to navigate. All entry points have double doors for ease of access.

Within the building disabled pupils have the use of lifts to access the first and second floors. We have dedicated accessible toilets on every floor; each pupil toilet area is open plan and has at least one cubicle that can accommodate a wheelchair.

The main reception area is secure. It benefits from access to an interview room for parents/staff to meet and an accessible toilet. It has a low reception hatch, which is fully accessible to wheelchair users.

All classrooms are accessible for all pupils to enable full access to the curriculum.

There is a personal evacuation plan in place for individuals requiring them in the event of a fire/for drill.



## **Curriculum**

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This includes access to IT, enlarged print, adaptations to delivery and access to assessment aids such as a reader/scribe and specialised resources to suit fine and gross motor restrictions. The level of adjustments required to support access to the curriculum will be discussed with parents, student and pastoral/SEND teams supporting the student.

## **Communication with home and parents**

The majority of information is directed home via email, therefore it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved.

### Action Plan (May 2022)

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 so that the protected characteristics of sex, race, disability, religion or belief and sexual orientation are not barriers to participation and achievement. We also acknowledge that whilst financial disadvantage is not a legally protected characteristic, it is an aspect that can place limitations on participation and achievement.

| Protected Characteristic | Aim                                                               | Current Benchmark                                                                                                                                                                                                                                                                                                                                                                          | Objectives                                                                                                                                                                                                                                                                                                                            | Actions and timescale (person responsible)                                                                                                                                                                                                                                                                                                                                                                                    | Evidence/Success                                                                                                                                                                                                                                                                               |
|--------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disability               | Increase access to the curriculum for students with a disability. | The percentage of pupils on the SEND register May 2022 is 13%<br>Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability.<br>Targets are set effectively and are appropriate for students with | 1. Ensure that all students with a disability can:<br>a. Access the full curriculum<br>b. Fully participate in all aspects of school life<br>2. Ensure the school is vigilant in reviewing access and participation responding to issues promptly<br>3. Ensure staff are fully trained in supporting learning of neurodiverse pupils. | 1. Staff training to ensure quality first teaching to address individual needs in the classroom (HC)<br>Ongoing 2021 - 2023<br>2. Bespoke training from external experts where applicable, i.e. sensory team, Sp&L as required (AS)<br>3. Clear working arrangements for TAs in classrooms to enhance student learning (AS - ongoing plan for indiv TA's)<br>5. Ensure IT provision supports learning, identifying where gaps | Disabled students are fully engaged in school and participate in all curriculum areas<br><br>Disabled students have access to extracurricular activities of their choosing<br>The school is responsive to the outcomes of self evaluation and pupil voice feedback to adapt provision promptly |

|                           |                                                                                                                                                                |                                                                                                                                                                               |                                                                                                                                                                       |                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           |                                                                                                                                                                | additional needs.<br>The curriculum is reviewed to ensure it meets the needs of all students.                                                                                 |                                                                                                                                                                       | exist (AS July 2023).<br>6. Review of extracurricular participation identifying any barriers (SR Dec 2022)<br>7. Student voice feedback sought on classroom and extracurricular experiences (CH termly)              |                                                                                                                                                                                                                                                                                                                                                      |
| <b>RELIGION OR BELIEF</b> | Ensure equal access to opportunities for all students regardless of religion or belief.<br>Increase awareness of equality rights linked to religion or belief. | <ul style="list-style-type: none"> <li>• Christian is our most common group: 51.8%</li> <li>• No religion at 34.5% is next</li> </ul> <p>Remaining 13.7% - Islam and Sikh</p> | <p>1. Ensure that the curriculum and extracurricular programme are available to all</p> <p>2. Ensure that (S)RE policy is consulted on widely and fit for purpose</p> | <p>1. Ensure all curriculum and extracurricular activities are available to all students and not limited to a single sex</p> <p>2. Review and consult on a (Sex) Relationships Education (SRE) policy (May 2022)</p> | <p>Males and females equally represented and progress at similar rates in a range of subjects and activities</p> <ul style="list-style-type: none"> <li>• Positive pupil engagement in PHSE lessons</li> <li>• No evidence of sexist, racist, homophobic, and/or antireligion/belief behaviours within school, i.e. no behaviour concerns</li> </ul> |
| <b>RACE</b>               | Ensure equal access to opportunities for all students regardless of race.<br>Increase awareness of equality rights linked to race.                             | <ul style="list-style-type: none"> <li>• 97.87% of our students are White British</li> <li>2.8% of pupils are EAL</li> </ul>                                                  | <p>3. Ensure that Worship and PSHE programme consider equality duties and inform students about protected</p>                                                         | <p>3. Refine SRE policy in light of consultation responses, if required (June 2022)</p> <p>6. Develop and</p>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                      |

|                                      |                                                                                                                                                                           |                                                                                                                                                        |                                                                                                                                                                                           |                                                                                                                                                                                               |                         |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>SEX</b>                           | Ensure equal access to opportunities for both boys and girls.<br>Increase awareness of equality rights linked to sex.                                                     | Females: 50.9% •<br>Males: 49.1%                                                                                                                       | characteristics<br><br>4. Ensure the curriculum teaches pupils about, and celebrates differences and diversity.                                                                           | continually review PHSE/worship programme to address issues related to, religion/belief and race and sex, sexual orientation (through valuing all God’s Children) as age appropriate(ongoing) | flagged or suspensions. |
| <b>SEXUAL ORIENTATION and GENDER</b> | Ensure equal access to opportunities for all students regardless of sexual orientation.<br>Increase awareness of equality rights linked to sexual orientation and gender. | No transgender students (May 2022).<br>No children who identify as non-binary (May 2022).<br>Sexual orientation - not collected at primary school age. | 4. Ensure curriculum resources represent all protected characteristics positively.<br><br>5. Ensure the Staff Code of Conduct is updated and shared with staff at the start of each year. | 7. Review, update and distribute the Staff Code of Conduct (annually)                                                                                                                         |                         |
| <b>FINANCIAL DISADVANTAGE</b>        | Ensure equal access to opportunities for all students reducing or eliminating financial disadvantage as a barrier .                                                       | • <b>Approx.20%</b> of our students qualify for Pupil Premium funding .                                                                                | Please refer to our Pupil Premium report outlining our use of this funding.                                                                                                               |                                                                                                                                                                                               |                         |