

# Rainow Primary School

*Caring, Learning, Achieving.*

## School Accessibility Plan – 2025 - 2028

**Members of staff responsible:**

**Headteacher**

**Date policy approved:**

**Spring 25 (Buildings and Premises)**

**Date policy to be reviewed:**

**Spring 28 (action plan is reviewed at least annually)**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental Impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Rainow Primary School the plan will form part of the Building and Premises Committee's responsibility.

At Rainow Primary School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. As a team, we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

The plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to accommodate additional needs, where practicable. The Accessibility Plan contains relevant actions to:

- Increase access to the curriculum for pupils with a disability to ensure that such pupils are as equally prepared for life as are the able - bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.
- Improve and maintain access to the physical environment of the school.
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

1) Access to the Curriculum (July 24 review) (Jan 25 Check)

Targets	Strategies	Timescale	Responsible	Success Criteria
To liaise with the local pre-schools to review potential intake each September.	To identify pupils who may require special provision None	On-going	EYFS teacher and SENDCO	School is aware of any children due to start school who may have additional needs
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010 All policies are up-to-date	On-going as policies come up for review	Headteacher and governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents and outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel At least termly meetings with parents/carers. Annual Review meetings with SENCo. Extra transition arrangements on arrival in Reception Class, departure for high school and any in-year transfers.	On-going As required	SENDCO / class teacher	Personalised plans to be in place for any disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on disability issues	Identify training needs and provide training as required All staff received training from the Visual Impairment Team – Sep 3 <sup>rd</sup> (teachers and SLT) and Sep 11 <sup>th</sup> 2024 (TAs) 1:1 support staff member receives on-going braille training to support a child with VI	On going	SENDCO / Headteacher	Improved confidence, knowledge and skill of staff. Children have their needs met as far as possible.
Training for staff on increasing access to the curriculum for all pupils	Epipen training Intimate care policy and trained staff. Training from SALT. Access to courses / CPD. Ongoing guidance from specialists e.g. Sensory Support Team children with visual or hearing impairment (see above), physiotherapists, OT, moving and handling advisors, continence nurse etc.	On going		Improved confidence, knowledge and skill of staff. Children have their needs met as far as possible.

<p>Effective use of resources &amp; specialised equipment to increase access to the curriculum for all pupils.</p>	<p>Strategic deployment of support staff / intervention teachers. (TA deployment finalised July 24 to ensure children with additional needs receive appropriate support)</p> <p>Use of ICT, e.g.: use of voice activated text.</p> <p>Purchase and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew / fiddle toys. (ongoing – latest, more substantial purchase was a revolving chair as part of a sensory circuit)</p> <p>Ensure specialist equipment (e.g.: hearing aids) is checked daily and seek advice if needed.</p> <p>Magnifier and braille typewriter are new resources for class 2.</p> <p>Widget Software has been bought to automatically convert text to images.</p>	<p>On going</p>	<p>SENDCO / Headteacher</p>	<p>Children are able to access an appropriate curriculum and make measurable progress.</p>
<p>Adaptations to the curriculum to meet the needs of individual learners.</p>	<p>Pastoral support, timetable adaptations.</p> <p>Individual physiotherapy / OT programmes.</p> <p>Speech and language therapy programmes.</p> <p>Specific training in word processing skills through touch type programmes.</p> <p>Use of access arrangements for assessment/National tests.</p>	<p>On going</p>	<p>SENDCO / Headteacher</p>	<p>Children are able to access an appropriate curriculum and make measurable progress.</p>
<p>All school visits and trips need to be accessible to all pupils</p>	<p>Ensure venues and means of transport are vetted for suitability.</p>	<p>Ongoing</p>	<p>EVC / SENDCO</p>	<p>All pupils are able to access all school trips and take part in a range of activities</p>
<p>Review PE curriculum to ensure PE is accessible to all pupils as need arises.</p>	<p>Review PE curriculum to include disability sports where necessary.</p> <p>PE planning gives an accessible option for all activities and staff will be used to support teachers and coaches where necessary.</p>	<p>On-going</p>	<p>SENDCO &amp; PE co-ordinator</p>	<p>All pupils have access to high quality PE opportunities.</p>

To develop an awareness of people with different needs.	Ensure there are learning resources (books etc.) that show examples of people with disabilities in a positive light. Invite people with disabilities into school: E.g. Signing group. Use opportunities to show people with disabilities in a positive light.	On-going	SENDCO/ library co-ordinator	Pupils are more aware of different people in our society and their needs.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews.	On-going	SENDCO & Headteacher	Disability issues are included in curriculum areas as and when appropriate.
Ensure any disabled children can take part equally in lunchtime and after school activities.	a) Discuss with 'Out of school Club' staff, and people running other clubs after school. Support would need to be available – especially after school as need arose.  b) Include School Council / Pupil Voice in discussions about how to include disabled children in all activities – personalise this for any children with disabilities.	As required	SENDCO & Headteacher	Disabled children feel able to participate equally in out of school activities.

## 2) Access to the Physical Environment

Targets	Strategies	Timescale	Responsible	Success Criteria
Improve the physical environment of school.	<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.</p> <p>Should a member of staff or pupil join with a physical or sensory disability, we will review access to both buildings and grounds in order to identify required changes / adjustments.</p> <p>High visibility paint and tape has been refreshed over the summer break and will be updated as and when required.</p>	On going	Premises committee	<p>All newly refurbished areas are designed with accessibility in mind and with regard to The Equality Act.</p> <p>Children's and / or adult's sensory or physical needs are met where at all possible.</p>
To enable physically disabled drivers to park immediately outside the school	<p>Ensure disabled stakeholders understand that they are eligible for a car-parking pass for the staff car park. (check periodically)</p> <p>New Passes sent to eligible families Sep 24. A note is sent termly to remind families about this arrangement.</p>	termly	Headteacher and premises committee	Disabled drivers have a car-park pass.
Access route suitable for all abilities is clearly marked from the outside of the building.	Signage to be checked regularly to allow for easy entry to the school.	Ongoing	Headteacher and premises committee	All visitors are able to access the school where appropriate.
Ensure everyone has access to the main reception area.	Ensure that nothing is preventing wheelchair access-e.g. displays or furniture or carpeting.	On going	Headteacher and SMO	All access routes are clear from obstructions.

Maintain safe access for visually impaired people	The edges of interior steps to be clearly marked. <b>As above</b> Grab rails to be provided throughout school where necessary.	On-going	Premises committee and Health and Safety committee.	School is accessible for visually impaired pupils, staff and visitors.
Ensure all disabled people can be safely evacuated if the need arises.	Ensure there is a personal emergency evacuation plan for all disabled pupils. (checked annually and in light of new pupils)  Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs <b>New PEEPs sent Sep 24</b>  Ensure staff are aware of need to keep fire exits clear.	As required	SENDCo.  Headteacher to remind staff. Check during fire drills	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation if required.
Provide hearing loops in classrooms to support pupils with a hearing impairment.	Take advice from LA on appropriate equipment if this becomes necessary.	As required	Headteacher	All children have access to the curriculum.

### 3) Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsible</u>	<u>Success Criteria</u>
Signage around school to be in other languages.	Plans for a welcome signs for each classroom as part of getting classrooms ready for September – appropriate to the languages that are spoken in that class. Could be part of the initial discussion with the class in July to find out which languages are known/spoken by relatives.	ongoing	Headteacher / SENDCO /All staff	All people feel they are welcome in school.
Inclusive discussion of access at admission meetings and to ascertain information in all parent / teacher annual meetings.	Ask parents about preferred formats for accessing information e.g. braille, other languages.	ongoing	SENDCO / Headteacher/ EYFS Teacher  SENDCO/ Headteacher	Staff are more aware of preferred methods of communication, and parents feel included. School is accessible to all.