

Richard Bonington Primary School



**Accessibility Plan
Oct 2024-Oct 2027**

To be reviewed yearly.

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

At Richard Bonington Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Richard Bonington Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works together with partner schools as required.
- Disabled pupils have access to extra-curricular activities.

The 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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

Objectives	Action steps	Success criteria	Resources	Timescale	Monitoring
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Ensure lessons are adapted to the needs of all learners. • Quality first teaching to include small steps of progress. • Ensure resources are tailored to the needs of pupils who require support to access the curriculum e.g laptop, ipad, hearing loops, etc. • Ensure curriculum resources include examples of people with disabilities • Ensure curriculum progress is tracked for all pupils, including those with a disability • Ensure targets are set effectively and are appropriate for pupils with additional needs • Ensure the curriculum is reviewed (learning walks, books looks etc by SENCO) to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • All students with SEN have access to the curriculum at a level appropriate to their abilities. • Improved academic outcomes for students with disabilities or SEN. • Staff receive training in inclusive teaching methods. • Assistive technologies are in place and used effectively by students who need them. 		Ongoing	
Improve and maintain access to the physical environment	<p>Ensure the environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Hoists (new ceiling hoist to be fitted to access toilet) • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<ul style="list-style-type: none"> • All buildings and outdoor areas meet accessibility standards. • The majority of classrooms are wheelchair accessible or have appropriate access solutions. • Regular accessibility audits show compliance with 			

	<ul style="list-style-type: none"> • signage <p>Library shelves at wheelchair-accessible height</p> <p>Visible yellow lines on step edges.</p> <p>Classroom Layout: Arrange furniture and resources to allow easy movement for students with mobility issues.</p> <p>Playgrounds and Outdoor Areas: Provide accessible play equipment and ensure outdoor areas are easy to navigate for children with physical disabilities, providing adult support where necessary.</p>	<p>national building regulations.</p> <ul style="list-style-type: none"> • Positive feedback from students and staff with disabilities on ease of movement within the school. 			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Ensure our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • School information is available in a variety of accessible formats. • Feedback from parents and students with disabilities indicates satisfaction with the accessibility of information provided. • Increased engagement and participation of parents and families with disabilities in school activities and communications. 			

