



# Accessibility Policy

Approved by Governors:	
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Author Initials:	<b>Trust policy (reviewed by MC)</b>
Review Date:	<p>This policy should be read in conjunction with</p> <ul style="list-style-type: none"><li>• SEND Policy</li><li>• Behaviour Management Policy</li><li>• SEND Code of Practice 2015</li></ul>

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# **ACCESSIBILITY POLICY**

## **1. Introduction**

1.1 From October 2010, the Equality Act has combined all previous acts relating to discrimination, into one, more encompassing area. This means that although the Disability Discrimination Act 2005 (DDA) has been superseded by the Equality Act, the Disability Equality Duty in the DDA continues to apply. The Trust, and all schools within it, are required to carry out accessibility planning for disabled students and have an Accessibility Plan in place.

## **2. Definition of Disability:**

2.1 In order to plan for our pupils, it is important to understand the definition of disability. A person has the protected characteristic of disability if they have a physical and/or mental impairment, which has what the law calls “a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”.

2.2 There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. Examples include: arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs, severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.

2.3 Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia are covered.

2.4 According to the Equality Act 2010 the test to apply to decide if someone has the protected characteristic of disability are:

- the length of time the effect of the condition has lasted or will continue: it must be long term.
- the effect of the impairment is to make it more difficult and/or time – consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.

## **3. School Statement**

3.1 Education South West, and Rydon Primary School, recognises the need to take all reasonable and necessary steps for the admission and education of disabled students by using a variety of approaches and planning reasonable adjustments. We aim to enable students with disabilities to take as full a part as ESW Accessibility Policy Page 5 of 9 Version 1.0 January 2024 possible in all the activities of the Trust. This should take in to account their individual strengths and needs and should allow each child to fulfil their potential.

#### **4. Access to education and associated services:**

4.1 This term covers the whole life of the School. It covers not just curriculum and teaching and learning but school clubs and activities, break and lunchtimes, sports, policies, interaction with peers, assessment and exam arrangements and preparation of leavers for their next stage of education.

#### **5. Aims**

5.1 The Rydon Primary School Accessibility Policy will contain relevant and timely actions to ensure that the School:

- Increases the extent to which disabled students can participate in the curriculum;
- Improves the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improves access to information for disabled students (and other members of our community).

#### **6. Practice**

6.1 We will make reasonable adjustments to ensure the School environment and its activities are as accessible and welcoming as possible for students, staff and visitors to the School. Accessibility plans will be reviewed annually and show how we will increase access to education and associated services for pupils with disabilities to meet the three aims as stated above.

6.2 More specifically, the Trust and School will endeavour to ensure that:

- Leaders continually review the curriculum to ensure that disabled students are not disadvantaged in any way and that all subjects and activities are available to them.
- Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled students around school.
- Leaders review the admissions policy so that reasonable adjustments may be made for disabled students seeking admission to Rydon Primary School.
- Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students.
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

#### **7. Related Policies**

7.1 Related policies include:

- Curriculum Policy
  - Intimate Care Policy
  - Medical Policy
  - Single Equality Policy
  - Special Educational Needs and Disability (SEND) Policy
  - Behaviour Policy
  - School Improvement Plan
  - Health and Safety Policy
9. Review of Policy

## Appendix I

### ACCESSIBILITY PLAN RYDON

#### PRIMARY IMPROVING ACCESS TO

Target	Strategies	Time-scale	Responsible	Success Criteria
<i>Training for teachers on differentiating the curriculum to meet special needs</i>	<i>Undertake an audit of staff training Requirements. Provide training on adaptive teaching approaches linked to the four areas of SEND.</i>	2025-26	SENDCo	<i>Teachers are able to more fully meet the requirements of disabled children's needs accessing the curriculum</i>
<i>All out-of-school activities are planned to ensure the participation of all pupils</i>	<i>Review all out-of-school provision to ensure compliance with legislation. Complete additional visits and risk assessments, including how activities can be adapted to ensure all can access.</i>	2025-26	SENDCo, class teacher	<i>All out-of-school activities will be conducted in an inclusive environment</i>
<i>Classrooms are optimally organised to promote the participation and independence of all pupils</i>	<i>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Displays are carefully managed to ensure they are non-cluttered and that they only contain purposeful information.</i>	2025-26	SENDCo	<i>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupil. Pupils can access information to support learning independently.</i>
<i>ICT software used to support learning</i>	<i>Make sure software installed where needed.</i>	2025-26	SENDCo, Trust ICT Lead, Computing lead in school	<i>Wider use of SEND resources in classrooms</i>
<i>PE curriculum to be accessible to all</i>	<i>Gather information on accessible PE and disability sports. Staff to employ adaptive approaches to ensure accessibility for all children following recent training.</i>	2025-26	SENDCo, Trust PE Lead, PE lead in school	<i>All pupils have access to PE and be able to excel</i>

## INCREASING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Strategies	Time- scale	Responsible	Success Criteria
<i>Layout of school allows for all stakeholders to all areas, especially Reception and outside areas</i>	<i>Consider needs of disabled pupils, parents and carers or visitors. Complete PEEP or additional risk assessment as required. Liaise with external agencies to ensure all requirements are in place as needed.</i>	2025-26	SENDCo	<i>School site accessible for all.</i>
<i>Signage clear for visually or physically impaired people</i>	<i>Review and amend signage annually.  Seek advice and support from ROVIC (or similar agency) as required.</i>	2025-26	SENDCo	<i>Visually impaired people feel safe in school grounds</i>
<i>Ensure all disabled pupils can be safely evacuated in emergency</i>	<i>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</i>	2025-26	SENDCo, class teacher	<i>All disabled pupils and staff working alongside are, and feel safe in the event of an emergency</i>

## IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Target	Strategies	Time-scale	Responsible	Success Criteria
<i>Availability of written material in alternative formats</i>	<i>The school will communicate to all stakeholders the options of all written information into alternative formats. Access to widgit (or similar pictorial information) to support communication. Access to translation software to provide written communication in various languages as needed.</i>	2025-26	SENDCo	<i>The school will be able to provide written information in different formats when required for individual purposes, including those who are bilingual.</i>
<i>Review documentation with a view of ensuring accessibility for pupils with visual impairment</i>	<i>Get advice on alternative formats and use of IT software to produce customized materials. School to engage with ROVIC as needed.</i>	2025-26	SENDCo	<i>All school information available for all.</i>
<i>Delivery of information in writing is in an appropriate format or language</i>	<i>Provide suitably enlarged, clear print for pupils with a visual impairment on request. Access to assistive technology as required- children to have a independence to enlarge text using iPad, for example.</i>	2025-26	SENDCo	<i>Pupils understand information given. Pupils independence will increase when accessing resources and the learning.</i>