

# Riverside Primary School

*Where everyone matters and every day counts*



## Accessibility Plan

Agreed November 2023

Review November 2026

# 1. 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

Our school aims to treat all its pupils with respect and fairness. This involves providing access and opportunities for all pupils without discrimination of any kind.

Riverside Primary School is a Primary school for children from EYFS to Year 6 and is committed to providing a high quality education for the children in our local area.

Our main goal as a school is to provide our children with a high quality education through which every child reaches and exceeds their full potential.

Our curriculum priorities are: STAR

**Strive:** For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.

**Tolerance:** To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.

**Achieve:** For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of **possibilities** available for their future

**Resilience:** For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

This is equally our ambition for those of our pupils with all disabilities.

# 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils.

### 3. ACTION PLAN:

Aim	Current good practice	Objectives	Actions	Person responsible	Date to be completed by
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• Pupils are taught in groups appropriate to the level of support required.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum. This includes: Enlarged copies of set texts are made available for pupils with visual impairments.</li> <li>• Curriculum progress is tracked for all pupils, including those with a</li> </ul>	<p>Develop accessibility to the curriculum, including SATs for pupils with visual impairments.</p> <p>Develop accessibility to the curriculum for pupils with literacy difficulties (e.g. dyslexia)</p>	<p>Research and understand the process for ensuring visually impaired pupils receive accurate papers for the SATs.</p> <p>Develop opportunities for disability to be presented in different aspects around the school.</p>	SM/ SLT/ Phase Leaders	<p>Completed</p> <p>Ongoing</p>

	<p>disability who are tracked by the SENCo and Phase Leaders.</p> <ul style="list-style-type: none"> <li>• Targets are set appropriately and are appropriate for pupils with additional needs, taking account of the pupils' starting points.</li> <li>• Staff respond appropriately to specialist reports and advice.</li> </ul>				
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• The building is accessible to pupils with disabilities. Ramps ensure access to all parts of the school, as none are above one level.</li> <li>• Toilets adapted for disabled pupils are available and pupils who need to access these can do so without adult support.</li> <li>• Disabled parking bays</li> <li>• Swimming pool with hoist to enable pupils with disabilities to access the swimming pool</li> <li>• The fire alarm has visual indicators for pupils who are deaf or hard of hearing.</li> <li>• We have a small screen which links to the classroom interactive whiteboard which</li> </ul>	<p>Improve access to learning for hearing impaired pupils.</p>	<p>Complete Inclusion Bid for Installation of acoustic treatment to improve access for pupils with hearing impairments. (See report from Physical &amp; Sensory Impairment Specialist Teaching Service)</p>	<p>SM/DR/JC</p>	

	allows visually impaired children to better see the whole class teaching.				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of methods to ensure information is accessible. For example:</p> <ul style="list-style-type: none"> <li>• Relevant staff use PECS to communicate with pupils as needed.</li> <li>• Enlarged resources for pupils with visual impairments.</li> <li>• Visual teaching materials are used to benefit pupils.</li> <li>• Visual timetables are used in all classroom.</li> <li>• Use of small screen linked to teaching white board</li> <li>• Hearing device linked to hearing aid worn by teaching staff.</li> </ul>	Develop accessibility to SATs materials for pupils with visual impairments.	Research and understand the process for ensuring visually impaired pupils receive accurate papers for the SATs. To be added to building development plan	SM/CT/Phase Leaders/LSA's	Completed
Revise training for staff in teaching children with specific medical conditions.	<p>24 members of school staff have first aid training.  31 members of school staff have Epi pen/anaphylaxis training.  16 members of school staff have Paediatric first aid training.  15 members of school staff have Concussion awareness training.  3 members of school staff have administration of</p>	To ensure that staff are suitably trained to deal with current medical conditions.	Ask specialist teachers/school nurse team to support staff and improve understanding of children with medical conditions, and liaise with medical staff when needed.	CT	Completed

	<p>medication and care plan training.</p> <p>All teachers and support staff have been provided with epilepsy training.</p>				
All extra-curricular activities are planned to ensure they are accessible to all children	<p>There are Individual risk assessments for relevant children which include details of procedures for children with disabilities/medical/behavioural needs etc.</p> <p>Extra-curricular activities are open to all</p>	To encourage children with disabilities to attend extra-curricular activities.	Ensure that children with disabilities and their parents have suitable information regarding extra-curricular activities.	HM/ES/NB - as part of their UPS project	
Ensure signage around the school is available in other languages braille if that is required and larger fonts if needed.	Each classroom/ corridor/ hall has key equipment clearly labelled.	All staff and children will be able to read the signage around the school	<p>Improve signage by displaying signs in different languages for EAL children, braille for those who are blind or visually impaired if needed and in larger fonts if needed.</p> <p>Welcome sign in different languages and key signs to be in braille if needed.</p>	CT/ JC/ Teachers	Ongoing
Ensure that children with complex needs have access to a bespoke curriculum and environment in which they can thrive and achieve their fullest potential	Use of Twilight Club room and outdoor area to ensure bespoke provision for identified children Individualised planning designed to meet need of children and achieve EHCP targets	<p>To ensure that staff have appropriate communication training i.e., makaton</p> <p>To ensure that the POD is appropriate</p>	Complete inclusion bid for additional resources and access to training	DR/SM - supported by POD staff	

		ly resourced to meet need			
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## 4. MONITORING ARRANGEMENTS:

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Riverside Primary School Governing Body.

## 5. LINKS WITH OTHER POLICIES:

This accessibility plan is linked to the following policies and documents (*links provided where policy is on the website; all other policies available by request*):

- Health and safety policy
- [SEND Policy](#)
- [Equality Scheme](#)
- School Development Plan
- [School Brochure/Prospectus](#)