

## Statement of intent

This plan outlines how Rishton Methodist Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

### Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## The Accessibility Plan

When devising the accessibility plan, leaders will take consideration to the following three areas:

- Access to the curriculum – leaders will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – leaders will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – leaders will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the accessibility plan, leaders will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the accessibility plan will identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## IMPROVING THE PHYSICAL ACCESS

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Review
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers.</p> <p>Ensure the school staff and governors are aware of access issues.</p>	<p>a) To create access plans for individual disabled children as needed as part of the IEP process.</p> <p>b) To ensure staff and governors can access areas of school used for meetings.</p> <p>c) Circulate information to relevant staff on Access to Work Scheme</p> <p>d) Staff to share provision map information with volunteers and support staff to ensure continuity of care for the children with disability.</p> <p>e) Children who require 1:1 support to access the sites facilities have access to 1:1 support.</p>	<p>a) As required</p> <p>b) Ongoing process</p> <p>c) In place Autumn Term 2023</p> <p>d) Care plans to be in place as and when needed.</p> <p>e) 1:1 Support staff are present in school.</p>	<p>a) SEND Co and Class teacher</p> <p>b) Headteacher and SLT</p> <p>c) Headteacher / SEND Co and H &amp; S committee</p> <p>d) SEND Co and All Staff</p> <p>e) Headteacher and 1:1 support staff.</p>	<p>As needed, IEP's would be in place for pupils with a disability, and all staff would be aware of pupils' needs. SEND Co provision map is updated with all relevant information.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored by Head teacher, SEND Co/Assistant Head Teacher, SLT and Governors to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school when agreed with head teacher.</p> <p>Access to Work Information in Staff Handbook. Volunteers are aware of needs of SEND children at all times as required.</p> <p>Those with disabilities can fully access the school facilities.</p>	<p><b>September 2023</b></p> <p>Areas assessed in relation to our disabled children's requirements, which are set out in their Personal Evacuation Plans and/or their EHCPs</p>

## IMPROVING THE PHYSICAL ACCESS

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Review
Ensure everyone has access to the entrance to the school and the reception area.	<ul style="list-style-type: none"> <li>a) Ensure nothing is preventing wheelchair access.</li> <li>b) Ensure access to alternative entrances to the school if needed</li> <li>c) provision of appropriate seating which can be moved to aid access if needed.</li> <li>d) Children who require 1:1 support to enter and exit the school are supported.</li> </ul>	<ul style="list-style-type: none"> <li>a) Daily check to ensure the area is clear of obstructions</li> <li>b) In place Autumn 2023</li> <li>c) In place Autumn 2023</li> <li>d) Children who require the support to enter and exit the school building are supported.</li> </ul>	<ul style="list-style-type: none"> <li>a) Site supervisor and Headteacher</li> <li>b) Health and Safety Committee</li> <li>c) Headteacher and H &amp; S committee</li> <li>d) Class teachers and 1:1 support staff.</li> </ul>	<p>Disabled parents / carers / visitors feel welcome and can access the entrance.</p> <p>Visitors can sit down if waiting for reception.</p>	<p><b>September 2023</b></p> <p>The front entrance has a wheelchair ramp and the school is on one floor.</p>
Maintain safe access for visually impaired people	<ul style="list-style-type: none"> <li>a) Check condition of the internal and external step edges regularly.</li> </ul>	<ul style="list-style-type: none"> <li>a) Ongoing checks</li> </ul>	<ul style="list-style-type: none"> <li>a) Head Teacher / Site Supervisor / Health &amp; Safety Committee</li> </ul>	<p>Visually impaired people feel safe in school grounds.</p>	<p><b>September 2023</b></p> <p>School provision checked regularly by staff and site supervisor.</p> <p>Actions: Continue to monitor and check regularly. Continue to adapt as needed</p>

## IMPROVING THE PHYSICAL ACCESS

<p>Ensure all disabled people can be safely evacuated.</p>	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of individual children's information and/or needs.</p>	<p>a) PEP's are in place September 2023</p> <p>b) Evacuation responsibilities are shared with all staff.</p>	<p>a) Head Teacher / Bursar / SLT / SEND Co</p> <p>b) Headteacher to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for children with disabilities who would need help in the event of an evacuation. people Children with a disability or those in wheelchairs can be evacuated quickly and easily.</p> <p>Those with disabilities need have a personal evacuation plan.</p>	<p><b>September 2023</b></p> <p>Areas assessed in relation to our disabled children's requirements, which are set out in their Personal Evacuation Plans and/or their EHCPs</p> <p>Whole school has an emergency evacuation plan which incorporates support of all pupils. No current disabled pupils on roll by the plan would be adapted to support where needed.</p> <p>Actions: Continue to monitor the effectiveness of the evacuation plan and adapt as needed.</p>
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## ACCESS TO THE CURRICULUM

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Review
Ensure support staff have specific training on disability issues	<p>Identify training needs and address as need at regular meetings.</p> <p>Staff to communicate any needs as they arise if they feel training is needed/refreshing.</p> <p>1:1 support staff are trained and able to support those with disabilities.</p>	<p>Ongoing</p> <p>Training is provided though out the year but all 1:1 staff are trained to support those with disabilities.</p>	All Staff / SEND Co / Headteacher	<p>Raised confidence of support staff.</p> <p>Disabled pupils are supported appropriately to enhance their access to the curriculum.</p>	<p><b>September 2023</b></p> <p>SEND Training for staff reflects the needs of pupils on roll.</p> <p>Areas assessed and shared in relation to our disabled children's requirements, which are set out in their Personal Evacuation Plans and/or their EHCPs</p> <p>Actions: Monitor needs of pupils and staff regularly and provide training opportunities as needed.</p>
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	<p>Set up a system of provision map for children with disabilities when appropriate.</p> <p>Share information with all agencies involved with each child.</p>	ongoing	All staff / Head Teacher / SEND Co	<p>All staff are aware of individual's needs.</p> <p>Disabled pupils are supported appropriately to enhance their access to the curriculum.</p>	<p><b>September 2023</b></p> <p>All staff (teaching and nonteaching) are aware of the needs of the pupils on roll.</p> <p>Actions: To continue to monitor and adapt as needed.</p>



## ACCESS TO THE CURRICULUM

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Review
All school visits and trips need to be accessible to all pupils.	<p>Ensure venues and means of transport are vetted for suitability prior to trips being arranged.</p> <p>Ensure adjustments are made where needed to ensure all children can access school trips. Develop guidance on making trips accessible.</p>	Ongoing	EVC / SEND Co / All Staff	All pupils are able to access all school trips and take part in a range of activities. 1:1 support is provided to those who do need the support.	<p><b>September 2023</b></p> <p>All school trips are organised to be inclusive for all pupils. Where children haven't attended school based trips it has been at the decision of parents after supportive meetings in school.</p> <p>Actions: To continue to monitor and adapt trips to support the needs of all pupils</p>
Review PE curriculum to ensure PE is accessible to all pupils	<p>Review PE curriculum to include disability sports where needed.</p> <p>Review access to PE equipment as needed.</p> <p>Review support and adult training as needed to enable access for disabled pupils</p>	Ongoing	Head teacher / SLT / SEND Co & PE Co-ordinator	All pupils have access to PE and are able to excel individually. Child's T.A. will be there all the time as needed. Staff appropriately trained to support All disabled pupils can access PE to their fullest potential.	<p><b>September 2023</b></p> <p>All PE sessions are organised to be inclusive for all pupils.</p> <p>Actions: To continue to monitor and adapt PE sessions to support the needs of all pupils</p>

## ACCESS TO THE CURRICULUM

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Review
Ensure disabled children can take part equally in lunchtime and after school activities	<p>Discuss with Out of School Club staff, and people running other clubs after school. Support would have to be available – especially after school. Review training as needed with staff.</p> <p>All staff to make adjustments to clubs and activities to suit the needs of disabled pupils as required.</p> <p>Key PE and Sports Lead to report to school how activities are made inclusive.</p>	As required	Head Teacher / SLT / SEND Co / All Staff	Disabled children feel able to participate equally in out of school activities.	<p><b>September 2023</b></p> <p>All aspects of lunchtimes are organised to be inclusive for all pupils.</p> <p>Actions: To continue to monitor and adapt lunchtimes to support the needs of all pupils</p>

## ACCESS TO INFORMATION

Targets	Strategies	Timescale	Responsibilities	Success Criteria	Review
<p>To have options available to be able to provide key documents and policies in different formats as needed.</p> <p>To review the need for different languages in signs around school as needed.</p>	<p>To research options / availability to have documents translated in to relevant languages as needed.</p> <p>To research and provide key signs in different languages as needed around school</p>	Ongoing	Headteacher / SENDCO / Bursar	ALL People feel they are welcome in school and information is accessible to all.	<p><b>September 2023</b></p> <p>Areas assessed in relation to our disabled children's requirements, which are set out in their Personal Evacuation Plans and/or their EHCPs</p> <p>Actions: To continue to monitor and adapt policies to support the needs of all as needed.</p>