



Rusthall St Paul's CE Primary Accessibility Plan

Reviewed: Jan 2024

Next review: Jan 2025

Rusthall St Paul's C of E Primary School Accessibility Plan

At Rusthall St Paul's C of E Primary School children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Every pupil in our school is regarded as an important individual and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. It sets out to:

- (a) increase the extent to which pupils with a disability can participate in the school's curriculum;
- (b) improve the physical environment of the school for the purpose of increasing the extent to which pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- (c) improve the delivery of information to pupils who have a disability which is readily accessible to pupils without a disability.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

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.

How the school already adapts access for pupils with a disability:

The access needs of any prospective pupil with a diagnosed, or an undiagnosed but suspected disability, are discussed with parents at transition meetings prior to joining the school which are held by the Inclusion Manager.

(a) Accessibility to the school curriculum:

Curriculum adjustment is initially met via Quality First Teaching in the classroom, with differentiation. Further small group or 1:1 learning activities may be introduced to support the pupil. Support from external agencies may be sought to meet the pupil's needs.

(b) Physical accessibility:

Pupils' needs are met by staff awareness of an appropriate position for the pupil in the classroom, face to face communication, and provision of adult support. The school is accessible for wheelchair users. There is a disabled toilet for pupils and access to the school

main reception does not have steps. The only steps on site are within the reception classroom (see action plan for accessibility supports)

(c) Modification of information:

All classrooms utilise visual timetables, to minimise stress and anxiety for pupils with ASD and ADHD and to prepare them for the day's learning activities. Information is modified in several ways, for example: use of larger font size, coloured paper, coloured white board background, coloured overlay sheets, information provided verbally and visually in repeated small pieces, sensory exercises and learning breaks, use of an adult to scribe and the use of alternative recording techniques. Assemblies are modified by alternative seating being available for pupils with any sensory issues, use of sound cancelling headphones, an alternative space and adult support.

Objective	Strategy	Outcome	Timescale/Who
To ensure all areas of the curriculum are accessible to all pupils.	Identify particular needs and what reasonable adjustments can be made to allow equality of opportunity. Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All children have access to all areas of the curriculum.	Ongoing subject to the needs of individual children who attend the school. Inclusion Manager.
To plan specific staff training depending on the impairments of any particular pupils who attend the school.	Seek out specialist training according to the needs of children who attend the school.	Staff feel confident to provide appropriate support for all children, including those with disabilities.	Ongoing subject to the needs of individual children who attend the school. Inclusion Manager.
To actively promote equality, including disability equality.	Promote through: <ul style="list-style-type: none"> • Staff CPD • Assemblies • Celebrating difference 	Increased whole school awareness of equality and disability issues.	Continued objective. SLT Inclusion Manager Class Teachers
To ensure that the physical environment is reviewed to ensure that it allows for equality of access for all.	Carry out a full review of the physical environment (as part of wider monitoring of the physical environment e.g. Health and Safety reviews).	The physical environment is reviewed, and reasonable adaptations made, according to the needs of individual children.	Annually. Site manager. SLT. Governors.

To ensure that consultation on this plan is sought.	Consultation is carried out with: Staff Governors	This action plan is consulted upon, and amended once views have been established. Consultation is then carried out annually.	Annually. All Staff.
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The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Rusthall St Paul's C of E Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school within a given timeframe where practicable.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body, Executive Headteacher, Head of School and SENCO

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	Question	Recommendations	Time Scale	Priority	Cost	Date Complete	Responsibility
1	Main school hall	Keep hall clear of obstructions. Tables are not to obstruct doorways	ongoing	High	None	Ongoing	All staff and Year 6 monitors
2	Classrooms	Classrooms are organised to give ease of access for all pupils	Ongoing	High	None	Ongoing	All staff
3	Disabled access to school	Disabled visitors sign posted to suitable access points by school office. Whilst there are steps outside all areas of the school are accessible via disabled friendly entrances.	Ongoing	High	None	Ongoing	School Office
4	Toilets	All pupils and visitors to be sign posted to use disabled toilet in KS1 building (as these have grab rails to support use).	Ongoing	High	None	Ongoing	All staff
5	Forest School	Forest school on school field to be prioritised for disabled pupils. Footpath to site to be kept clear of leaves etc to ensure safe use at all times. Wooden ramps to be used to lower gradient from entrance to base camp and central area.	Ongoing	High	None	ongoing	Site manager
6	Playgrounds	All trip and fall hazards to be highlighted using yellow paint	Ongoing	High	Low (paint cost only)	March 24 and then as required	Site Manager
7	Steps in school	All steps to have yellow and black hazard tape on edges to increase visibility Grab rails to be attached by stairs for additional support	Ongoing	High	Low (cost of tape and rails, cost over £100 subsidised by LA)	March 24 and then as required	Site Manager