



Accessibility Plan

Robert Shaw Primary and Nursery School

Approved by:

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Last reviewed on: June 2018

Next review due by: October 2018

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils, staff, parents and visitors.

At Robert Shaw Primary and Nursery School our values reflect our commitment to a school where there are high expectations of everyone. We aim to treat all our pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Children are provided with high quality learning opportunities so that each child attains and achieves to their full potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We have included a range of stakeholders in the development of this accessibility plan, including the Governing Body, Headteacher, and SENDCOs.

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

This plan will be made available online on the school website, and paper copies are available upon request.

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. 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|--|---|---------------------------------------|------------------|
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> Robert Shaw offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum (writing slopes, ipads, headphones) Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. | <p>An inclusive learning environment adapted to the needs of all learners</p> <p>Appropriately trained staff and a whole school awareness of disability issues</p> | <p>SENDCOs to review learning environment from inclusive perspective using Nottingham City's Inclusive Environment Audit and The Communication Trust's checklists and features of a communication friendly environment</p> <p>Review the specific needs within the school and provide training to relevant staff to meet these needs as well as ongoing training to promote inclusive approaches and keep up to date with latest developments and legislation concerning disability.</p> | <p>SENDCOs</p> <p>SENDCOs and Headteacher/ Deputy Headteacher</p> | <p>Spring 2018</p> <p>Autumn 2018</p> | |

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|--|--|--|--|--------------------------------------|-------------|--|
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Outdoor ramps to main entrances • Designated disabled parking bay • Disabled toilets within both buildings and changing facilities within the main building | <p>Direct access to all ground floor classrooms within the main building</p> | <p>Mobile ramp to be obtained which could move between ground floor classrooms as required</p> | SENDCOs | Spring 2018 | |
| | | <p>Appropriate changing facilities within the EYFS building</p> | <p>Hi/lo changing bed to be obtained for the disabled toilet within the EYFS building</p> | SENDCOs | Autumn 2018 | |
| Improve the delivery of information to pupils, parents, staff and visitors with a disability | <p>Robert Shaw uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Large print resources • Members of staff able to translate information for parents with English as an additional language • Pictorial or symbolic representations • Information delivered in a variety of ways e.g. via email, text, telephone call and on school website | <p>Clear, straight forward and simple communication with parents and community</p> | <p>Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced and parent sessions run for key areas e.g. phonics, assessment.</p> <p>Admin and teaching staff aware of individuals who may need information explaining directly or personally or who may require a translator.</p> | Headteacher, SENDCOs, class teachers | Autumn 2018 | |

4. Monitoring arrangements

This document will be reviewed within 6 months after the next accessibility audit is carried out. Thereafter it will be reviewed at least annually, and may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

This will be carried out in September 2018 and attached to future Accessibility Plans.

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |
| Toilets | | | | |
| Reception area | | | | |

| | | | | |
|-------------------------|--|--|--|--|
| Internal signage | | | | |
| Emergency escape routes | | | | |