



## Accessibility Plan – Rye Community Primary School

### 1. Context

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.

### 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 (the Act) and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Act 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. The Academy uses a broad definition of 'disability' to include any pupil whose condition is currently stabilised by medication or a physical support (except for those wearing glasses).

Rye Academy Trust (the Trust) and the Academy acknowledge the requirements of the Act and Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. Our academies aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Academy's accessibility plan forms part of the Trust's equality policy and sets out how the Academy will improve equality of opportunity for those with disabilities. The Trust's equality information is available on the Trust website.

### 3. Responsibilities

The Trustees have delegated the responsibility for the accessibility plan and its implementation to the Headteacher. The Headteacher will ensure that the effectiveness of the plan is evaluated annually and reported on to Trustees.

The Academy is committed to ensuring that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

All staff have a duty to:

- Promote equality of opportunity;
- Eliminate discrimination;
- Eliminate harassment of persons related to any impairments;
- Promote positive attitudes towards those people with disabilities;
- Encourage participation by people with disabilities in public life;
- Take steps to take account of disabled person's impairments even where that involves treating the disabled person more favourably than other people.

#### 4. Action Plan

The Academy provides a learning community where pupils are supported and challenged to achieve their full potential. It aims to ensure that every pupil succeeds by providing an inclusive education within a culture of high expectations and by giving them confidence they can succeed. Every pupil, parent, member of staff and visitor is made welcome irrespective of ethnicity or disability.

The Academy complies with the aims of the accessibility plan by seeking to:

- Increase the extent to which disabled pupils can participate in the curriculum by enabling relevant adaptations of the curriculum, the learning environment and the resources;
- Ensure that there is safe access for all users of the Academy irrespective of their disability;
- Utilise the physical environment to develop the extent to which disabled pupils can take advantage of education and associated services;
- Provide equality of access to the building and use of facilities to all pupils, staff and visitors;
- Audit existing provision, identify areas where disabilities are not fully provided for and cost/plan for changes to the physical environment to meet identified needs;
- Implement staff training to meet identified needs;
- Enable continued development of pupils' understanding of disability;
- Further develop strategies aimed at anticipating/preparing pupils with disabilities for their future place in society.

The specific steps taken by the Academy to comply with the action plan are detailed at Appendix A.

## Appendix A

### 1. Increase access to the curriculum for pupils with a disability

1.1 The Academy offers a differentiated curriculum for all pupils. Disabled children have access to the extended school day, each opportunity/activity is assessed and access enabled wherever possible in consultation with staff, parents/carers and pupils.

1.2 The Academy ensures that colleagues identify, assess and arrange suitable provision for pupils with disabilities and special educational needs including the provision of any necessary auxiliary aids. We use resources tailored to the needs of pupils who require support to access the curriculum.

1.3 The Academy provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The Academy works closely with specialist services to enable forward planning for disabled children, including:

- ESBAS
- CAMHS
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy

1.4 Curriculum resources include examples of people with disabilities.

1.5 Curriculum progress is tracked for all pupils, including those with a disability, regardless of background or academic starting point. Targets are set effectively and are appropriate for pupils with additional needs to overcome potential barriers to learning and assessment for individual pupils and groups.

1.6 The curriculum is reviewed annually to ensure it meets the needs of all pupils, including those with learning and physical disabilities, with a focus on incorporating high expectations and developing skills for life-long learning.

1.7 The Academy will continue to prioritise increasing curriculum access for all pupils by:

- Developing staff skills and expertise through training and collaboration;
- Developing effective differentiation to ensure tasks are matched to the individual child's needs and maximises their access to the whole of school life;
- Continuing to explore and use technology to enhance learning and prepare all pupils for future study and work.

1.8 To support these priorities the Academy will:

- Continue to track and monitor progress of individuals and groups of students with disabilities to ensure pupils make comparable progress in relation to age and prior attainment when individual needs are taken into consideration;
- Use this information to inform the deployment of support staff and resources;
- Use this information to support initiatives to meet the needs of every child and prepare children for the wider community;
- Ensure appropriate concessions arrangements for pupils who require additional support for formal tests.

## 2. Improve and maintain access to the physical environment

2.1 This element of the planning duty covers all aspects of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the Academy.

2.2 The physical structure of the building is well suited to meet the majority of needs. The school building meets the requirements of SENDA. Accessibility principles were central to the original design of the school and will continue to be so with any future developments.

2.3 The environment is adapted to the needs of pupils are required:

- Ramps
- Elevators
- Evacuation Chairs
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

2.4 Consideration of future improvements to the physical environment will include:

- A continuing programme of internal redecoration.

2.5 All new projects are assessed and developed mindful of accessibility principles.

## 3. Improve the delivery of information to pupils with a disability

The Academy uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Induction Loops
- Pictorial or symbolic representations
- Speech Recognition Software