

RIVERSIDE SCHOOL



Accessibility Plan & Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON - HEADTEACHER

Contents

Statement of Intent

1. Legal Framework
2. Definitions
3. Roles and Responsibilities
4. Accessibility Plan
5. Equal Opportunities
6. Admissions
7. Curriculum
8. Physical Environment
9. Monitoring and Review

Appendix 1 – Accessibility Plan

Statement of Intent

Riverside School are committed to taking all reasonable steps to ensure all pupils and staff are treated in line with the school's Equality Policy and belonging agenda. We work closely with pupils, families, staff and any relevant outside agencies in order to remove any potential barriers to pupil learning experiences.

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. This plan should be read in conjunction with the school's equality objectives and outlines the proposal of the school to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

The school fosters inclusion and equality for all pupils and staff. This policy and plan should be read alongside the following school policies/ documents:

- Equality, Diversity and Inclusion (EDI) Policy and Procedure for Staff
- Equalities Statement
- Equality Policy (soon to be renamed Equality, Equity, Diversity and Inclusion Policy)
- Equalities Statement Appendix; Belonging Implementation and Impact

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal Framework

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

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The 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 practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Diversity and Inclusion (EDI) Policy and Procedure for Staff
- Equality Policy (soon to be renamed Equality, Equity, Diversity and Inclusion Policy)
- Admissions Arrangements
- Regulation Support Policy
- Supporting Pupils with Medical Conditions in School Policy
- Anti-Bullying Policy
- Curriculum related policies
- Health and Safety Policy
- School Development Plan
- Data Protection Policy
- Teaching and Learning Policy

2. Definitions

In line with the Equality Act 2010, "indirect discrimination" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “protected characteristics” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, and marriage or civil partnership.

A person is defined as having a “disability” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and Responsibilities

The Governing Board will be responsible for:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the Governing Board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing the details of new pupil 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.

School leaders will be responsible for:

- Working closely with the headteacher and governing board to ensure that all pupils are appropriately supported.
- Ensuring they have oversight of the needs of all pupil complexities 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 policy and the Accessibility Plan at all times.
- Supporting all 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.

All staff members and governors will take part in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions e.g., understanding how to administer insulin, in line with the Supporting Pupils with Medical Conditions in School Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupil's, staff, parents and visitors to the school within a given timeframe (if necessary).

It will be presented as part of this policy and is available on the school website.

The Accessibility Plan will be structured to complement and support the school's Equality Policy, as well as the Special Education Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which all pupils at Riverside can participate in the curriculum taking into consideration their individual varied complex needs.
- To improve and maintain the school's physical environment to enable all pupils to take advantage of the facilities and education on offer.
- To improve the availability and delivery of written information to all pupils.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be December 2027. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are appropriately supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of all pupils. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the headteacher or other member of the senior leadership team who is delegated responsibility, as necessary.

5. Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and

awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils attending Riverside School. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupils are effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full access to the school's values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability and in the Riverside context, the curriculum will be guided by pupils' Personal Learning Plans (PLPs). The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The school leaders will work together to ensure that EHCPs are implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHCP and PLP and HP. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise e.g., PE lessons, will be adapted,

wherever necessary and possible, to ensure all pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information is given to relevant staff in order to aid teaching e.g., 'pupil passports'.

The school ensures that specialist resources – including physical resources e.g., large-print books; and human resources e.g., teaching assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

Please refer to the school's Teaching and Learning policy for more information.

8. Physical Environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are not parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are considered; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan (see Appendix 1).

9. Monitoring and Review

This policy will be reviewed on an annual basis or when any new legislation or guidance concerning equality and disability is published. The Governing Board and headteacher will review the policy in collaboration with school leaders.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix 1 – Accessibility Plan 024 – 2027

Curriculum

	Area	Strategy	Who?	Timescale	Success Criteria
1	Ensure all staff have regular training on disability related issues.	CPD Audit to identify areas for delivery.	Leaders	On-going	Increased knowledge and awareness from staff in supporting pupils to better access the curriculum.
2	Regular reviews of the curriculum to ensure that it is accessible for every pupil. Review of HPs / PLPs to be included.	The Leadership Team reviews teaching and learning on a regular basis through robust quality assurance; monitoring the curriculum content, planning and teaching standards and provide support and challenge as appropriate. Class teachers are responsible for the progress of the pupils in their classes and all staff take shared responsibility for professional development and improving pupil outcomes. Making high quality teaching and learning a priority in the School Development Plan A focus on teaching and learning during our whole school staff development sessions A commitment to professional learning for staff through a variety of avenues, including weekly CPD sessions linked to their Pathway, coaching, staff meetings and training opportunities in order to develop staff and continue to enhance teaching skills Maximising the expertise of highly skilled teachers in the school to disseminate good teaching practice and motivate fellow practitioners; including the Pathway Leads who individually oversee each Pathways Curriculum and half termly Scheme of Works. A culture of professional enquiry, reflective practice and an interest in action research. Self-reflection and evaluation processes at school and phase levels Encouraging creative new approaches and 'risk taking' in	Leaders	On-going	Curriculum is fully accessed by all pupils.

		<p>teaching and learning</p> <p>Developing a 'fit for purpose', stimulating and responsive school environment</p> <p>Opportunities for children and young adults to work with children from mainstream settings to provide inclusive opportunities and positively enrich society in general</p> <p>Encouraging students to self-evaluate, self-advocate and be involved in curriculum development</p>			
3	School trips to ensure accessibility for all pupils	Audit of visits in terms of accessibility. Staff to check with Inclusion Lead as part of the trip checklist. Individual Risk Assessments completed as required.	School Visits Coordinator / Leaders	On-going	All risk assessments completed. Reasonable adjustments made to ensure access to visits. Parents involved in individual risk assessments
4	Ensure all staff are trained and able to use appropriate resources	Audit software/resources used and offer training so staff are aware of these to support learning	Leaders	On-going	Resources are used effectively in lessons

Physical Environment

	Area	Action	Who?	When?	Outcome Criteria
1	School is aware of the access needs of students, parents/carers On-going building review for accessibility	Ensure building quality is maintained and responds to changes in cohorts	HT/SBM/FM	Annually	Issues identified and relevant adjustments made so all stakeholders are able to access the school site and activities
2	All pupils, staff and visitors are able to exit the building safely	Ensure all fire doors are not blocked and maintained. Fire drills are completed to review arrangements. Changes are implemented as necessary to support successful evacuations.	SBM/FM/SM	Annually	All pupils, staff and visitors are able to exit the building safely in the case of a fire
3	Visitor and medical room toilet have alarms fitted in case of emergencies	Alarm to be checked regularly in the visitor and other identified toilets	FM	Termly	Improved safety for pupils and visitors in cases of emergency
4	Ensure that all site users can be evacuated safely	Training and information sharing for staff regarding PEEPs, medical and disability needs	FM/SM/TA responsible for PEEPs and Manual Handling	Annually	All staff understand pupils medical and disability needs. An adequate number of staff are appropriately trained to use evacuation chairs or other supports(tbc). All Leaders are aware of visitor accessibility requirements to ensure visits are planned for accordingly.

Accessible Information

	Issue	Action	Who?	When?	Outcome Criteria
1	Review information to parents and carers to ensure that it is accessible and inclusive.	Review how pupil progress is reported to parents and carers. Tailored approach adopted by class teachers when liaising with families.	DHT	Annually	Progress reports for all pupils are produced in an accessible and informative format Families are engaged with the school and actively communicate and partake in school life.
2	Ensure the school's website complies with DfE accessibility requirements	Accessibility Audit completed by Juniper	OM/SBM	Autumn 2024 Ongoing	Audit recommendations to be implemented and website to be reviewed on a regular basis. This will ensure that our website is in line.
3	Accessibility statement on the website.	Accessibility statement to be created and	OM	Autumn 2024	Accessibility statement to be created and in place by the end of autumn term.