



Riverside Academy - Accessibility Plan July 2020-2021 **To be reviewed annually**

Purpose

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”.

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.

Linked Policies

This policy should be read in conjunction with the Single Equality Scheme, SEN Policy and our Safeguarding Policy.

Policy

The Academy Trust and Racemeadow Primary Academy aims to reduce and eliminate barriers to access to the curriculum and to do all that we can to ensure full participation in the Academy community for pupils and prospective pupils with a disability.

The Trust and Racemeadow Primary Academy aims to meet the needs of disabled staff and parents and visitors to the Academy so that they are accommodated within our environment, as far as is reasonable practical.

Our Accessibility Plan will aim to:

- Increase the extent to which disabled pupils can participate in the Academy curriculum;
- Improve the physical environment of the Academy to increase the extent to which disabled pupils can take advantage of the educational provision and associated services; and
- Improve the delivery of information for disabled pupils which is provided to students who are not disabled, taking account of the views expressed by pupils and their parents about their preferred means of communication.



To ensure the main school building is accessible to all:

Areas Complying	Area NOT Complying	Action to be taken	Short/Medium/Long	Person Responsible	Cost
Access Level access from rear car park into main reception area. All external paving areas are flat and even.		Marked disabled parking spaces in rear car park. Compliant	Short Term	Head of School SBM	NIL
Large Reception Area	Enquiries hatch at 1000m and should be at 750mm height	Office continually manned during office hours – member of staff available to assist if required. Shelf to assist writing/learning suitable for those with crutches. Seats available for those waiting for office staff assistance.	Short Term	Head of School SBM	NIL
Corridor width adequate – ensure free from obstruction by regular inspections. Steps in school change in levels easily identifiable (White Strips)	Steps leading from main corridor to KS2 area and KS1	External access is available to these areas via main path and ramps to classrooms.	Long Term A lift or ramp would have to be installed for internal access.	HT SBM	NIL



Disabled toilets available in main school		A disabled toilet available in joining Children's Centre. Child's seats are provided to suit the individual needs of the child in school.	We have a fully furnished disable toilet. Work completed Summer 2013		
Door width adequate (Double Doors)	Opening mechanism on doors leading from school into Children's Centre not at correct level	To comply would need to be at level which would not be practical within a school due to access by children. Staff are available to assist at all times.	Medium Term	Head of School SBM	£8,000
Visibility/Hearing Impaired Doors with adequate panels for visibility All areas accessible to children have thermostatically blended water valves	Fire sirens not fitted with lights Staffroom needs a panel or a fire detector.	Staff are available to assist at all times. Check all areas where children have access to water via walk round inspection to ensure compliance.	Short Term	Head of School SBM	Nil
Ensure adequate hot water signage visible where water is not thermostatically blended		Check visible signage in place and replace if necessary.	Long term to ensure school communication friendly	Head of School SBM	£1,000



<u>To ensure the provision for learning is accessible:</u>					
To liaise with local nursery providers to review potential intake for September 2017		Meeting with nursery staff to identify pupils who may need additional or different provision for September 2016 intake.	Ongoing	Head of School EYFS leader	NIL
To establish and maintain close liaison with outside agencies for pupils with on-going health needs (e.g. asthma, eczema, mobility issues)		To ensure collaboration between all key agencies and personnel.	Ongoing	Head of School AHTs SENCo Class Teachers LSAs	NIL
To review pupil's records, ensuring school's awareness of any disabilities.		Information collected about new children. Records passed up to each class teacher End of year 'hand over' meetings Stay and play sessions for new reception intake Annual review meetings IEP meetings Medical forms updated regularly Personal health plans.	Annually	SLT Class Teachers Outside agencies	NIL



Visual Impairment Work closely and take advice from Warwickshire Integrated disability service. Blinds fitted in all rooms.	Identified for individual pupils	Provide large screens, enlarge fronts as requested. Ensure suitable seating away from glare and bright lights as recommended.	Ongoing/subject to change under advice/supervision of IDDS specialist teacher.	Head of School SEN	NIL – provided by IDS
Hearing Impairment	Identified for individual pupils	Provision put in place if and when appropriate as advised by external professionals. Aware of parents needs for ease of communication about their child's learning.	Ongoing/subject to change under advice/supervision of IDDS specialist teacher.	Head of School SEN	NIL – provided by IDS
Speech and Language/ADS difficulties	Identified for individual pupils	Ensure communication friendly, visual clues and scaffolding to support learning in all classrooms. Individualised learning provision, adult support awareness of all supporting adults in school. Additional adults on school trips and support/advanced warning for any change of routine.	Ongoing support from ADS and Speech and Language professionals.	SEN Head of School IDS	NIL – provided by IDS
Large and fine motor skills difficulties	Identified for individual pupils	Provision put in place if and when appropriate and as advised by external professionals. Pencil grips/ exercises as recommended. Supportive cushions. Wheel chair support on school trips. Additional staff as identified.	Ongoing/subject to change as advised and under supervision of physiotherapist.	Head of School SEN	Provided by specialist service or purchased from school resources.



All areas of SEND	Identified for individual pupils	Close working relationships and joint decision making parents/carers. Working and following advice of all appropriate professionals. Provision made as advised.	Ongoing support and advice from EIS and Educational psychologist.		
To report progress to the Governing Body.		Meetings with governor responsible for SEN Performance and Standards Committee Finance Committee	Ongoing	SLT SEN SEN governor	NIL
To review all statutory policies to ensure that they reflect inclusive practice and procedure.		To comply with the Equality Act 2010	According to policy review dates	Head of School Governing Body	NIL
To enable improved access to written information for pupils, parents and visitors		Offer phone calls to explain letters home for those parents who need it. Investigate symbol software to support learners with reading difficulties Raise awareness of font size, page colour and page layout that will support pupils with dyslexia.	Ongoing	SLT Class Teachers	



Accessibility Plan

July 2020

To be reviewed July 2021