



Riseley Church of England Primary School

School Accessibility Plan 2024-2026

At Riseley Church of England Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the School. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our School.

Schools' duties around accessibility for disabled pupils

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requiring the Governing Body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan form part of the **Disability Equality Scheme** and set out how the Governing Body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the DDA:

- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the availability of accessible information for disabled pupils.

The Involvement of Disabled Children and Young People, Staff and Parents

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long-term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Riseley Church of England Primary School is committed to equal opportunities and inclusion. It is a requirement that the School’s **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how the school will address priorities identified in the plan.

School Accessibility Plan 2024-2026

September 2024

Target	Task	Timescale	Cost	Responsibility	Monitoring	Success Criteria
<p>Access to the Curriculum Ensure access to computer technology appropriate for pupils with disabilities.</p>	<p>School staff to update on available technology when needs arise.</p> <p>Liaise with parents/carers regarding their children's needs.</p>	Ongoing	As identified	ICT Subject Leader/Executive Headteacher	Governors	Access to appropriate computer technology and enabling software will be improved for all children and disabled pupils as necessary.
<p>Access to the Curriculum Reflect identified areas of need in lesson planning and delivery.</p>	<p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties</p> <p>Purchase of resources to increase student participation as and when necessary.</p>	Ongoing	As identified	All staff	Executive Headteacher/ Governors	Improved access to curriculum for all pupils, including home use.
<p>Access to the Curriculum Prioritise pupil involvement in School activities.</p>	<p>Ensure School activities are accessible to all students.</p> <p>Termly plans for PE considered in advance to ensure activities and equipment can be sufficiently adapted to meet a child's particular needs. Get Set 4 PE ensures this is achievable as all plans are prepared in advance</p> <p>Wheelchair access to Forest School area should be considered and appropriate</p>	Ongoing	As identified	All staff Governors PE Subject Leader Class Teachers	Governors	Increased participation in school life for students with disabilities.

	measures taken on muddy days to ensure a wheelchair bound child can access the area easily					
School Policies Ensure all policies consider the implications of Disability Access.	Review all relevant policies as required to ensure implications of DA	Ongoing	Not Applicable	EHT/Governors	Governors	Access to all aspects of School life for all pupils.
School Buildings Ensure that access to school buildings and site can meet diverse pupil needs.	Ongoing monitoring with regard to new admissions or unexpected pupil need. Ensure pupil has a familiarisation visit to the school buildings prior to admission to ensure knowledge of where the adapted toilet and shower facilities are	Ongoing	Not Applicable	Class Teachers	Governors	Access to School buildings and site improved if necessary
Classrooms Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.	Plan classroom layouts in accordance with pupil need Organise resources in classes to reflect pupil need Adapt the space in Kids Club to ensure there is sufficient space to meet the needs of the child comfortably Incorporate accessibility into any proposed structural alternatives Provide quiet areas within school Liaise with parents prior to their children being admitted	Ongoing	Not Applicable	Class Teachers	Governors	Appropriate use of resources for diverse needs of pupils with disabilities.

	to the school to discuss their needs and how their children's needs will be addressed.					
Newsletters and Documents Availability of newsletters and school documents in alternative formats.	Liaise with families regarding any extra requirements. Applications to the Statutory DfE Assessment Team made if special considerations are deemed necessary (including Year 6 SATs)	Ongoing	Finance for transcribing to Braille or voice activation software	SENCO/EHT	Governors	Information to pupils with disabilities and parents/carers provided as and when required.
Trips and Visits	Liaise with families to ensure that children with needs are able to participate in trips and visits including residential Trip leader to liaise with the location to ensure that adequate facilities are available to meet the needs of all pupils	Ongoing	Potential cost of additional adult support	EVC/Trip Leader	Governors	All pupils are able to participate fully in trips and visits as part of a personal development programme.