

RAYLEIGH PRIMARY SCHOOL



ACCESSIBILITY PLAN

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC. The Disability Scheme and Accessibility Plan Policy ensures:

- A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community (article 23)

Date created: Autumn 2023, reviewed Autumn 2025

Date of next review: Autumn 2027

Introduction:

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Schools for Every Child Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

At Rayleigh Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and this Accessibility Plan explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

Improving physical and curriculum access

Target	Strategies	Timescale	What success will look like
To be aware of the access needs of disabled children, staff, governors, trustees and parents/ carers	<ul style="list-style-type: none"> ● Ramp installed around the front of the school to facilitate step-free access in to and out of KS2 building ● Ensure school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') ● Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ● Ensure staff and Trustees can access areas of school used for meetings ● Annual reminder to parents and carers through newsletter to let us know of any problems with access to/from areas of school ● Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed for any and all physically impaired stakeholders (children and adults) ● Due consideration given to printed communication around school to help children's understanding and visual recognition. 	As required	<ul style="list-style-type: none"> ● All staff & Trustees are confident that their needs are met. ● Continuously monitored to ensure any new needs arising are met. ● All stakeholders have full access to all areas of school. ● PEEPs are prepared, understood and reviewed regularly and/or as individual needs change. ● SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.
Maintain safety for visually	<ul style="list-style-type: none"> ● Check if any children have a visual impairment 	Annually, and as new	<ul style="list-style-type: none"> ● Visually impaired people feel

impaired people	<p>resulting in yellow paint being needed on step edges / other edges</p> <ul style="list-style-type: none"> • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate 	children join the school throughout the year	<p>safe in school grounds.</p> <ul style="list-style-type: none"> • Yellow edges to be monitored as needed throughout the school year.
Ensure safe evacuation procedures for those with a disability	<ul style="list-style-type: none"> • Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep all fire exits clear. • Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEPs as needed, and responsible adults and teachers to be familiar with them. 	<p>Daily</p> <p>Termly fire drills</p> <p>Annually / as and when needed</p>	<ul style="list-style-type: none"> • All disabled personnel and pupils have safe exits from school. • Regular Fire drills demonstrate safe evacuation of those with a disability.
Accessible parking	Parking spaces to be made available to adults with mobility needs and/or disabilities as required. (At the front of the KS2 car park)	As needed	All staff and visitors to the school to have suitable parking spaces to reduce distance to walk and steps.
Access to learning/ in class provision	<ul style="list-style-type: none"> • Review SEND children's access to curriculum within class sessions. • Learning walks to identify that children can access sessions and have access to equipment and adapted resources where needed. Support and adaptations made, in consultation with teachers and parents, as appropriate. • Ongoing monitoring from SENCO. • Liaise with external professionals and agencies e.g. SALT/EP/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. 	Ongoing	All pupils have equal access to a broad and balanced curriculum

<p>Access to breakfast/after School Clubs, out of school activities/events and trips</p>	<ul style="list-style-type: none"> ● Provision ensures compliance with legislation. Inclusive environment for all. ● Risk assessments to ensure that clubs are safe for all and that all children, including children with physical disabilities, can access trips and events. ● Ensure school trip/event venues and means of transport are vetted for suitability ● Ensure staff are fully briefed with regards to children with SEND and physical disabilities. 	<p>On going</p>	<ul style="list-style-type: none"> ● All pupils are able to access all school trips and take part in a range of activities ● Children with disabilities feel able to participate equally in out of school activities.
<p>Ensure all staff have specific training on disability issues</p>	<ul style="list-style-type: none"> ● Identify training needs at regular meetings ● Trust ELT to attend diversity and inclusion training and train staff 	<p>On-going</p>	<ul style="list-style-type: none"> ● Raised confidence of all staff, including support staff
<p>Accessible communication</p>	<ul style="list-style-type: none"> ● Open door policy. ● SEN information available on website regarding e.g. Essex Local Offer, parent groups and support etc. ● Regular One-Planning (ASI) meetings between teachers, pupils & parents. ● SENCO drop-in coffee mornings ● Dates of events published in different formats ● Text, voice mail, website, fax, written, enlarged can all be made available. ● Parental surveys. ● Parents have access to appropriate and regular information and involvement in their child's learning and feedback. 	<p>Ongoing development and review.</p> <p>Termly</p> <p>Min 2x per year</p>	<ul style="list-style-type: none"> ● Parents and children are well informed and supported.