



Red Hill Field Primary School

Accessibility Policy 2023

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Ratified by:

Red Hill Field's Governing
body:

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Introduction

The Equality Act 2010 replaced previous discrimination law including the Disability Discrimination Act and provides a single piece of legislation covering all types of discrimination that are unlawful. 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”.

The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.

At Red Hill Field Primary School our core values reflect our commitment to have high expectations for everyone. Our pupils are provided with high quality learning opportunities to enable them to be the best they can be and realise their potential. Everyone within our school is important and included. We promote an ethos of care and trust where every member of the school community feels that they belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We understand that safe and happy children achieve.

Red Hill Field Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

This plan will over time ensure accessibility provision for all pupils, staff and visitors to the school. It will cover a three year period and will be reviewed annually in partnership with members of the school's governing body.

Red Hill Field's Accessibility Policy and Plans are aimed at:

- Increasing access to the curriculum for pupils with a disability.
- Improving and maintaining access to the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.
- Improving the availability of accessible information for the school community.

Objectives

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within schools do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

We recognise that this accessibility plan must be adequately resourced, implemented and reviewed every three years. We value parent's knowledge of their child's disability and the effect it may have on their ability to carry out everyday activities.

This plan has been developed in consultation with staff, outside specialist agencies and governors. It covers the period from September 2023 to 2026.

Our Accessibility Plan illustrates how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

This Accessibility Plan contains relevant and timely actions to:-

- Increasing access to the curriculum for pupils with a physical disability and/or sensory impairments. This includes not only teaching and learning during the school day but the wider curriculum such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment.
- Improving and maintaining access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Red Hill Field Primary School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items may roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Accessibility Plan will run on a 3 year cycle. Interim reviews may need to be completed within the 3 year cycle to ensure that the needs of new members of our school community are catered for.

Red Hill Field Primary School's current Accessibility Arrangements include:

Admissions:

The Governors of Red Hill Field support Equality Act 2010. The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs and Disability (SEND) to the School will be on the understanding that:

(a) Parents/guardians inform the School of their child's needs prior to starting.

- (b) Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all of the relevant information.
- (c) The procedures which are set out in any school policies relating to Special Educational Needs and Disability (SEND) are followed.
- (d) The appropriate facilities are available within the school. These include both physical facilities and reasonable curricular provision.
- (e) Parents/guardians accept that some educational opportunities, which take place off-site may need additional support from parents.

The Curriculum

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum. Decisions are made on an individual basis following a full assessment of a child's needs and in consultation with parents/guardians and outside agencies. Any assessments are carried out within the terms of the school's SEND Policy and Special Educational Needs and Disability (SEND) guidelines.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops.

Existing Provision - Curriculum:

- Information about a child is discussed through meetings held between school, parents/guardians and outside agencies (if appropriate) prior to a child starting at school to ensure a smooth transition. This includes pupils entering Foundation Stage. Extra visits to the school can be arranged.
- Established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information about SEND pupils is given to the relevant staff.
- Termly department pupil progress meetings are held with staff and information is shared with the Senior Leadership Team.
- Pupils and parents are involved in reviews of pupil IEPs.
- Liaison with and support for staff and parents from external agencies (Educational Psychologist, Speech and Language Therapist, Occupational Therapist and the Hearing Impaired Service).
- Individual timetables for children with specific needs.
- Specialist resources to support specific needs e.g pencil grips, writing slopes, weighted blankets, wobble cushions.
- First Aid and EpiPen training.
- Specialist arrangements for assessments (for example applying for extra time for SATS).
- TA's deployed to implement specific literacy interventions (Direct Instruction/Precision Teaching).
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for individual pupils with a high level of need.
- Extra curricular clubs.

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments to the site.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations.

The school has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment, physical disabilities and those with specific learning difficulties is carried out as required.

Informal Curriculum

Pupils at Red Hill Field Primary School are also able to participate in a wide range of activities offered beyond the classroom. These include:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and residential trips

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Physical Environment -Access to Buildings and Classrooms

In the main, all areas of the school are accessible to all children and their parents. These areas are detailed below.

Building	Features
Main building	<ul style="list-style-type: none"> <input type="checkbox"/> The main school building is single storey. <input type="checkbox"/> Corridors are wide enough for wheel chairs to be used. <input type="checkbox"/> The entrances into the year EY/1 department, 4/5/6 department have double doors allowing for wheelchair access into the cloakrooms. <input type="checkbox"/> The EY/1 and 4/5/6 department have low false ceilings <input type="checkbox"/> The main office can be accessed via a double door.
The Villa	<ul style="list-style-type: none"> <input type="checkbox"/> Entrance to The Villa is flat to enable wheelchair access. <input type="checkbox"/> Each of the two classroom have wide doors entering directly to the classroom. <input type="checkbox"/> There is an accessible toilet.

The Mobile (behind the Villa)	<ul style="list-style-type: none"> <input type="checkbox"/> Entrance is via a ramp with a rail. <input type="checkbox"/> There is a toilet. <input type="checkbox"/> The cloakroom and classroom are part of the same room on the same level.
Hall	<ul style="list-style-type: none"> <input type="checkbox"/> Main entrances are flat allowing for easy wheel chair access. <input type="checkbox"/> Entrances to the hall are via wide doors. <input type="checkbox"/> Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.
Playground	<ul style="list-style-type: none"> <input type="checkbox"/> Both playgrounds are on the same level as the main school building and are accessible to wheelchairs.

Field Area	<ul style="list-style-type: none"> <input type="checkbox"/> Available for all pupils.
Entrance Paths & Car Park	<ul style="list-style-type: none"> <input type="checkbox"/> All clear of steps allowing easy access for all pupils and parents. <input type="checkbox"/> The car park has a designated disabled parking place.

Evacuation Procedures

The school's Fire & Emergency Plan lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures are adapted to meet the specific needs of an individual where required.

The availability of accessible information for disabled pupils and parents/guardians

The provision of information for pupils with a disability is currently provided via review meetings, parent's evenings and meetings with external agencies as required. Information from external agencies will be fully discussed and parents are invited to attend such meetings. The school has an open door policy and parents are encouraged to contact the school at any time if they feel they need advice or additional information.

Prospective parents of pupils with EHCPs (Education Health and Care Plans) and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting school. These pupils may be visited in the pre-school setting and/or home by school staff.

It is our aim to ensure that the transition of pupils with a disability to different schools, including secondary school is respected and planned for.

Large print format materials can be available when required.

If either pupils or parents have difficulty accessing information normally provided in email or writing by the school such as letters, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the Local Authority.

Accessibility Plan for Red Hill Field Primary School

Access to the Curriculum

Priority	Who	Action Required	Time Frame	Success Criteria	Review Date
Include consideration of all pupils with SEND in planning for the curriculum	SLT	Planning scrutiny; lesson observations and learning walks	Termly	Effective adaptation in all planning – clear evidence in monitoring	Termly

Promote equality of opportunity and ensure the curriculum can be accessed by all children	SLT	Review attainment and achievement of vulnerable groups. Make proactive provision for pupils with disabilities to achieve highly. Ensure resources / educational materials are provided to support equality of access to learning. Develop strategies to ensure pupils are supported to achieve year group objectives in national curriculum programmes of study	Ongoing	Curriculum accessible to all children. Good progress for all pupils. Gaps in achievement between pupils with SEND and other pupils are minimised	Annual review
Ensure Red Hill Field develops children's awareness of disability	SLT Curriculum leaders	Ensure the school includes learning resources that show positive examples of people with disabilities e.g Paralympic success	Ongoing	Positive attitudes embedded throughout the school	Annually
Promote positive attitudes	All staff	Provide appropriate training to all staff and children involved in the care of children with disabilities. Provide specialist and inclusive PE for pupils with disabilities to promote positive attitudes	Inclusive sports coordinator Parental support	High levels of enjoyment in physical activity for disabled pupils	Annual

Encourage participation in public life	All staff	Be proactive in facilitating participation in school events. School Council, performance opportunities. Be proactive in supporting attendance of disabled pupils on residential trips.	Ongoing	Positive attitudes embedded throughout the school	Annual
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Access to the Physical Environment

<ul style="list-style-type: none"> • Re-painting of the disabled car parking space needs to be undertaken • Quotes for Visual alarms needed for the Villa and Mobile 					
Priority	Who	Action Required	Time Frame	Success Criteria	Review Date
Take steps to meet disabled people's needs	Senco SLT	Respond proactively and appropriately to individual cases among staff and children	Ongoing	Effective provision made on the basis of individual need.	Annually
Ensure further development of the building takes disability issues fully into account.	BH SLT	Work with contractors and architects when planning any new build	Ongoing	School building continues to be accessible for all	Annually

Access to written information

Priority	Who	Action Required	Time Frame	Success Criteria	Review Date
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Increase awareness of staff to the importance of good communications systems	All staff	Advice and training as required	Ongoing	Increased effectiveness in meeting pupil's and parents needs	Annually
Consider alternative ways of providing information as appropriate for stakeholders	SLT	Advice from associations concerned with disability, eg Audio versions for the blind, documents in large print, translations to other languages	Ongoing	A range of information in different formats and signage that is informative and useful to everyone	As required