

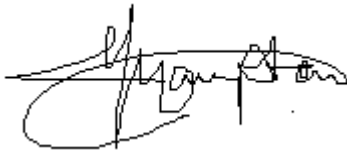


Roman Way Primary School

Accessiblity Plan

2023

Issue Date	30 th June 2023
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Reviewed and approved by Governors	
Name	Tanya Hampton
Signed	
Date	6 th July 2023

Review Date	July 2026
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Roman Way Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. 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 know that safe and happy children achieve.

Roman Way Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all irrespective of their need or background. We are committed to making sure that we: • 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 delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Curriculum Access

Action	By whom	When	Monitoring	Report to	Success Criteria	Resources
Ensure Admissions pack requests from parents/carers any additional medical need of parents and child	Admin	Review annually	Office staff	Governors	School will be fully aware of the disability needs of all parents/carers and pupils	Admissions Policy Admissions pack
Continue to build on current good practice with regard to liaison between outside agencies, school/ preschool for all children and especially those with a disability	Inclusion Manager/class teacher	Ongoing	Inclusion Manager	Governors	Transition into school will be smooth and trouble free	SENDCo Preschool SENDCo, E.P. Other professionals linked with individual children
Review resources and information held in school with regard to SEND	Inclusion Manager	Termly	All teachers	Governors	All staff working with children with disabilities will be aware of resources in school to meet individual needs	All SEND resources
Teachers planning includes opportunities for all pupils to take part and achieve	Class teachers	Already in place but ongoing monitoring to take place on a termly basis	Inclusion Manager	Governors	All planning will continue to meet the need of every individual child	Teachers planning and subsequent resource
Personal Plans continue to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different'	Class teacher	Already in place, Inclusion Manager to continue to	Inclusion Manager	Governors	Personal Plans will accurately map out the next steps in learning and will outcomes will be	Personal Plans Supporting resource

from those provided for other pupils		monitor			judged against clear success criteria	
Continue to provide ELSA to support vulnerable children and families	ELSA/ Inclusion Manager/outside agencies	Already in place Continue to provide daily/weekly support and liaison as necessary	Inclusion Manager	Governors	All barriers to learning will be removed and children will have full and equal access to all aspects of school life	ELSA Resources and quiet space
Ongoing Inclusion Manager/TA meetings that address the needs of individuals	Inclusion Manager	Ongoing	Inclusion Manager with a report to HT	Governors	All Teaching Assistants will be fully aware of the needs of all children in the school with a disability and the best way to meet their individual needs	Inclusion Manager/ TA Relevant paperwork
Ongoing medical training for staff on key medical issues for current children e.g. anaphylaxis, diabetes, epilepsy	HCC course	Rolling annual programme	HT Record in training log, all staff to regularly update	Governors	All disabled pupils/staff will be safe and will be fully equipped to deal with emergencies	Epi pens Handouts School nurse
After School Clubs/trips/activities to be accessible to all	All Staff	Ongoing	HT and governors	Governors	All clubs can be accessed by all abilities	Risk Assessments in place, clubs run during the day

The Physical Environment						
Action	By whom	When	Monitoring	Report to	Success Criteria	Resources
To review signage for access to the school	Governing body	Spring 2023	HT and Governors	Governors	Clear access for all	Quotes sign
To improve access through doors	Nominated contractor	Spring 2023	HT and Governors	Governors	Clear access for all	Doors opening to correct pressure
Monitor access to the field	Governing body	Ongoing	HT and Governors	Governors	Clear access for all	Doors opening to correct pressure
Maintain the Fire Management Policy to include a strategy for assisting disabled pupils/visitors and staff to evacuate	Fire Safety coordinator	Ongoing	HT and Governors	Governors	All staff and pupils will be safely evacuated from the building in the event of a fire Portable slopes are located in the hall in case of a fire. Staff will be trained how to use them.	Fire Management Policy Disability Team
Ensure the school has wheelchair access to all areas	HT	Summer 2023	HT and governors	Governors	Slopes in place Slopes are portable so can be used in different areas around the school	Portable slopes under steps in hall

Information Access						
Action	By whom	When	Monitoring	Report to	Success Criteria	Resources
The Accessibility Policy will be available on the school website	HT and Communications Governor	Annually	Governors	Governors	The school will be meeting its statutory requirements	School website
Policies will be reviewed and evaluated to ensure they reflect the disability equality duty to pupils, staff and parents	All subject leaders and Governors	Ongoing	Governors	Governors	All policies will reflect the disability equality duty	School policies
Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosures will be handled sensitively	INCLUSION MANAGER within the context of the school prospectus	Ongoing	GDPR	Governors	All pupils will feel confident to fully disclose information with regard to their disabilities and there will be improved opportunities and outcomes for pupils	Disability Equality Scheme
To take proactive steps to raise the awareness of disability related harassment	Whole school team PSHE leader	Within the context of RSE, PSHCE and the Teaching and Learning Policy	PSHCE Lead	Governors	All pupils will be aware of disability related harassment and will take proactive steps to be fully inclusive	RSE and PSHCE schemes of work, PSHCE lead and Teaching and Learning policy
Further purchase of materials that portray positive images of people with disabilities	INCLUSION MANAGER in consultation with Library Manager	Ongoing	Inclusion Manager	Governors	People with a disability will be portrayed with a positive image within a range of school materials	Books, leaflets, photographs, posters, resources SLS Library service
Adaptations to the daily timetable to take into account	Consultation between pupils, parents, class	As necessary	Parents, class teacher and	Governors	All children with a disability feel fully supported within the	Relevant professionals involved with the child

the needs of individual pupils/families	teacher, INCLUSION MANAGER and other professionals		Inclusion Manager		school environment	
Further purchase of materials that portray positive images of people to reflect diversity in our community	INCLUSION MANAGER in consultation with Library Manager and subject leads	ongoing	Inclusion Manager	Governors	People with a disability will be portrayed with a positive image within a range of school materials	Books, leaflets, photographs, posters, resources SLS Library service
Ensure EAL families can fully engage in the school Encourage celebration of diversity	Inclusion Manager	ongoing	Admin Team Inclusion Manager	Governors	Translated letters and information from EMTAS, work with EMTAS to support families, EMTAS starter packs in place and first dictionaries in school	Signs/communications- in various languages,

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit-(copies to be kept on school system)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts	n/a			
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				