



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Rainbow Forge Primary Academy Accessibility Plan

Date: September 2018

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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 Rainbow Forge Primary Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Rainbow Forge Primary Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

Rainbow Forge is a school where everyone is encouraged to have the confidence to take risks in pursuit of their goals, discover new talents and become resilient learners.

At Rainbow Forge Primary Academy, we inspire learning by empowering children to:

Articulate

Resilient

Team workers

Tolerant

Confident

Creative

Determined

Risk takers

In addition to this, Rainbow Forge Primary Academy will provide an environment where:

- children are happy, safe and secure
- creativity can flourish
- behaviour is excellent and everyone learns to take responsibility for their own actions
- success and achievement is celebrated
- families work in partnership with us to ensure the best for the children
- diversity is celebrated and acceptance is fostered
- independence and perseverance are encouraged and mistakes are learned from
- self belief is nurtured
- cooperation and mutual support is promoted

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.

This accessibility plan is structured to complement and support the school's Equality Objectives. 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	Short term Liaise with PVI nursery settings and parents of children to review admissions before the start of academic year	Identify pupils who may need additional provision	EYFS leader/SENCO	July 2019	Appropriate procedures/resources are in place
	We use specialised equipment in order for all to access the curriculum. Curriculum resources include examples of people with disabilities.	Review policies to ensure they include inclusive and reflective practice	Monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.	Establish close liaison with parents	Half termly progress and behaviour reports sent to parents. Regular parent, teacher & child meetings offered	Headteacher, Leadership team	Ongoing	Engagement and involvement

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>		<p>Open door policy at the beginning and end of the day</p> <p>Good, regular whole school and class level communication with parents</p>			
		<p>Ensure full access to the curriculum for all children</p>	<p>Review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher, Leadership team</p>	<p>Ongoing</p>	<p>A well thought out appropriate curriculum in place taking into account the needs of all the children.</p> <p>Staff seek advice and support from specialist teachers when needed</p>
		<p><u>Medium Term</u> Review SEN provision and attainment of pupils</p>	<p>Analyse data on a half termly basis.</p> <p>Monitor progress and behavior reports and half termly targets of SEN pupils</p> <p>Monitor provision maps termly</p> <p>Regularly monitor planning</p>	<p>Headteacher, SENCo</p>	<p>Half termly</p>	<p>Data shows progress</p> <p>Appropriate targets are set and met</p> <p>Provision maps are well planned, informative and regularly updated</p> <p>Planning shows appropriate differentiation</p>

		<p>Promote the involvement of disabled students in school life</p> <p><u>Long Term</u></p> <p>Review targets and deliver findings to the Academy Advisory Board</p>	<p>Provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies, alternative PE resources</p> <p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>SENCo/Head teacher</p> <p>Headteacher/Academy Advisory Board</p>	Ongoing	Variety of planned activities that reflect the needs of pupils
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door entry system 	Ensure all children can access all areas of the school.	Evaluate and work with outside agencies to adapt the school environment as and when needed.	<p>Headteacher</p> <p>SENCO</p> <p>Buildings supervisor</p> <p>Outside agencies (e.g. occupational therapy).</p>	Ongoing	Appropriate changes are made to the school environment if and when needed.
Improve the delivery of information to	Our school uses a range of communication methods to ensure information is accessible. This includes:	Employ a range of communication methods to meet	Ensure children have the ability to communicate using resources they are	<p>SENCO</p> <p>Class teachers</p>	Ongoing	Children will be able to communicate in a way that is best for them.

<p>pupils with a disability</p>	<ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations (PECS) • Visual timetables. • Cued articulation • Communication in Print • Braille • Recording devices • Makaton 	<p>children's differing needs.</p>	<p>familiar with and at their level.</p>	<p>Outside agencies (e.g. speech and language).</p>		
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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 Pat Fay – Chair of the AAB and Jane Loader - Headteacher

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	No Action required		
Corridor access	2 nd floor corridors not accessible by wheelchair	No Action required		
Lifts (in hall)	1 x Wheelchair	No Action required		
Parking bays	2	No Action required		
Entrances	<p>4 main entrances, all of which have wheel chair access.</p> <p>5 classrooms have their own doors to the outside that are not wheelchair accessible (the rooms can also be accessed via the internal corridor)</p>	No Action required		
Ramps	Outside the hall and on to the yard	No Action required.		

Toilets	<p>Main teaching block:</p> <p>Ground floor 2 sets of gender neutral children's toilets that are wheelchair accessible</p> <p>1 set of adult toilets which are not accessible</p> <p>First floor:</p> <p>2 sets of boys and 2 sets of girls toilets which are not wheelchair accessible.</p> <p>Admin block:</p> <p>1 set of gender neutral toilets which are accessible.</p> <p>1 set of adult toilets – non accessible</p> <p>1 disabled toilet</p> <p>1 set of boys and 1 set of girls toilets which are accessible</p>	No Action required		
Reception area	Fully accessible	No Action required		
Internal signage	All internal signage is clearly visible to all.	No Action required		
Emergency escape routes	Evac chairs are in place on stair landings. Several escape route options for wheelchairs are available from any area of school.	Ensure PEEPs are updated annually	Jane Loader	Annually