



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Rainbow Forge Primary Academy Accessibility Plan

Date: July 2020

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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 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 be: 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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We use specialised equipment in order for all to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Liaise with PVI nursery settings and parents of children to review admissions before the start of academic year</p> <p>Policies are inclusive and recognise difference, for example the Anti bullying policy.</p>	<p>SHORT TERM</p> <p>Implement Birmingham toolkit to assess small steps of progress and support teaching and learning of pupils with SEND.</p>	<p>Monitor the use of the toolkit by all teachers to ensure progress by pupils.</p>	<p>DHT</p>	<p>Summer 2022</p>	<p>All children who are</p>
		<p>Continue to increase the scope of the inclusion team by ensuring a well trained SENCo team, family liaison and attendance officer.</p>	<p>Ongoing training of the SENCo team.</p>	<p>Lead SENCo (DHT)</p>	<p>Summer 2022</p>	

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Good relationships with parents, especially those with disability or children with disability through holistic approach taken by inclusion team and family liaison officer.</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>MEDIUM TERM</p> <p>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>

		Promote the involvement of disabled students in school life	Provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies, alternative PE resources	SENCo/Head teacher	Ongoing	Variety of planned activities that reflect the needs of pupils
		LONG TERM				
		Review targets and deliver findings to the Academy Advisory Board	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Academy Advisory Board		
		SHORT TERM				
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <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 	Build accessible toilet in the EYFS with change table Ensure safe wheelchair access to the ground floor of the school	Evaluate and work with outside agencies to adapt the school environment as and when needed.	Headteacher SENCO Buildings supervisor Outside agencies (e.g. occupational therapy).	Ongoing	Appropriate changes are made to the school environment if and when needed.
		LONG TERM				
		Ensure full wheelchair access to all areas of the school				
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	SENCO Class teachers	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 Rainbow Forge Local Governing Board.

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.		

