



L.E.A.D. Academy Trust

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# **Rainbow Forge**

# **Primary**

# **Academy**

# **Model**

# **Accessibility**

# **Plan**

## Policy/Procedure management log

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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 academy 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 XXXX academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

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 academy 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 academy'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 and under](#) the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

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, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

### 3. Action plan

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

*The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.*

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	<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><b>Short term</b></p> <p>Ensure Birmingham toolkit is used effectively to assess small steps of progress and support teaching and learning of pupils with SEND.</p>	Monitor the use of the toolkit by all teachers to ensure progress by pupils.	DHT	Ongoing	Identified children make good progress in their learning from their starting points
	<p>Curriculum resources include examples of people with disabilities.</p> <p>Liaise with PVI nursery settings and parents of children to review</p>	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils

	<p>admissions before the start of academic year</p> <p>Policies are inclusive and recognise difference, for example the Anti bullying policy.</p>	<p>To establish close liaison with parents</p>	<p>To promote engagement, collaboration and participation with parents/carers and school</p>	<p>Headteacher, Leadership Team, Inclusion Team</p>	<p>Ongoing</p>	<p>Engagement and involvement</p>
		<p>To pupils are in receipt of a broad and balanced curriculum.</p>	<p>To review curriculum, resources, training of teachers and support staff</p>	<p>Headteacher, Leadership &amp; Inclusion Team</p>	<p>Ongoing</p>	<p>To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers</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>Ongoing</p>	<p>The Inclusion Team is working effectively to ensure that all SEND children have the best provision for their needs.</p>

		<p><b><u>Medium Term</u></b> 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>Provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies, alternative PE resources</p>	<p>SENCo/Head teacher</p>	<p>Ongoing</p>	<p>Variety of planned activities that reflect the needs of pupils</p>
		<p><b><u>Long Term</u></b> Review targets and deliver findings to the Academy Governing Body</p>	<p>Evaluate accessibility plan. Modify/adapt accordingly</p>	<p>Headteacher/Academy Governing Body</p>	<p>Annually</p>	<p>Accessibility plan shared and understood by AGB</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Door entry system</li> </ul>	<p><b><u>Short Term</u></b></p> <p>Build accessible toilet in the EYFS with change table</p> <p>Ensure safe wheelchair access to the ground floor of the school</p> <p><b><u>Long Term</u></b></p> <p>Ensure full wheelchair access to all areas of the school</p>	<p>Evaluate and work with outside agencies to adapt the school environment as and when needed.</p>	<p>Headteacher</p> <p>SENCO</p> <p>Buildings supervisor</p> <p>Outside agencies (e.g. occupational therapy).</p>	<p>Ongoing</p>	<p>Appropriate changes are made to the school environment if and when needed.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations (PECS)</li> <li>• Visual timetables.</li> <li>• Cued articulation</li> <li>• Communication in Print</li> <li>• Braille</li> <li>• Recording devices</li> <li>• Makaton</li> </ul>	<p>Employ a range of communication methods to meet children’s differing needs.</p>	<p>Ensure children have the ability to communicate using resources they are familiar with and at their level.</p>	<p>SENCO</p> <p>Class teachers</p> <p>Outside agencies (e.g. speech and language).</p>	<p>Ongoing</p>	<p>Children will be able to communicate in a way that is best for them.</p>



#### **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 Academy 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
- Special educational needs policy.

## Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	Lift access to the second floor is needed		
Corridor access	Access to Key Stage 2 corridors by stairs only	Lift access to the second floor is needed		
Lifts	Access to the hall from the main reception area	Lift access to the second floor is needed		
Parking bays	2 bays	No action needed		
Entrances	5 main doors all have wheelchair access. 6 additional classroom entrances - 3 Early Years room entrances have wheelchair access.	No action needed		
Ramps	From car park to main yard	No action needed		
Toilets	Disabled toilet and gender neutral Reception toilets	No action needed		

	<p>Nursery 3x gender neutral toilets in classrooms</p> <p>Y3/4 boys &amp; girls toilets on their corridor</p> <p>Y5/6 boys &amp; girls toilets on their corridor</p> <p>Y1/2 Boys &amp; girls toilets on their corridor</p> <p>Y1/2 ground floor classroom gender neutral toilets in the classroom</p> <p>2 sets of staff toilets – one in each building (gender neutral in the admin block)</p> <p>1 disabled toilet in the admin block</p>			
Reception area	Fully accessible	No action needed		
Internal signage	Clearly visible to all	No action needed		
Emergency escape routes	Evac chairs are in place on stair landings. Several escape route options for wheelchairs are available from any area of school.	No action needed		

## Appendix 2: Accessibility plan checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
<input type="checkbox"/> Your accessibility plan must set out how your academy aims to: <ul style="list-style-type: none"> <li>• Increase the extent to which disabled pupils can participate in the curriculum</li> <li>• Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</li> <li>• Improve the availability of accessible information to disabled pupils</li> </ul>	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> <li>• Are all the shelves in the library accessible to all?</li> <li>• Is there adequate lighting in all areas?</li> <li>• Is information provided in large print, Braille, etc.?</li> <li>• Do the curriculum and resources include examples of people with disabilities?</li> </ul>
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?</p>
<input type="checkbox"/> Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> <li>• Targets</li> <li>• The strategies you will employ to meet these targets</li> <li>• Timescales</li> <li>• Who is responsible for particular targets/strategies</li> <li>• Success criteria</li> </ul>
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved? When will it be reviewed? By whom?</p>