

Regis Manor Primary School

Accessibility plan



Approved by:	Regis Manor Governing Body	Date: October 2021
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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 Regis Manor, we strive to meet the needs of all pupils within our school. We are fully inclusive and work alongside the Local Authority, health professionals and community organisations to find the most appropriate and effective support for our pupils.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

Communication and interaction (C&I)

Cognition and learning (C&L)

Social, emotional and mental health difficulties (SEMH)

Sensory and/or physical needs (S/PD)

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.

<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/strategy-for-children-with-special-educational-needs-and-disabilities>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	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>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	To review the curriculum as part of the School Strategic Plan	<p>Provide refresher training for all staff at the start of the academic year.</p> <p>Purchase resources to support inclusion if necessary and make other changes to improve curriculum access i.e. voice recognition software, Clicker, provide mice for children with fine motor difficulties.</p> <p>Ensure school activities, including extra-curricular activities, are accessible to all students.</p> <p>Ongoing programme of staff training in disability awareness to reflect the diverse needs of students within the school.</p>	SLT	2022/23	Complete review of the creative curriculum

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps Lift Corridor width Disabled parking bays Disabled toilets and changing facilities High contrast railings High contrast stair strips	To ensure regular site walks, checking health and safety of these areas	Regular site walks Health and safety is an agenda item at all SLT meetings and staff briefings	SLT / Premises Manager	2022	All areas will remain accessible and meet H&S standards
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial / symbolic representations Digital magnifier Pen readers Makaton	To ensure all pupils are able to access required information	Arrange CPD for new members of staff (Makaton) Liaise with Visual Impairment team (STLS) Attend PD STLS pre-LIFT meeting	Inclusion Lead	2022	All pupils are able to access relevant information
Increase provision for pupils at lunchtimes and break times as part of pastoral support and support for pupils with social, emotional and	Structured lunchtimes with designated staff associated with year groups Range of playtime resources that are actively used (although this has been limited by COVID regulations)	To develop lunchtime and break time provision for children with SEMH	To identify key pupils who require additional support at unstructured times. Identify key staff available to support pupils at these times.	K.Low, S.Ash, K.Leadbetter	2022	Break and lunchtime activities will have a structured approach that meets the needs of all pupils

mental health needs.			<p>Develop a programme of activities with key staff leading them.</p> <p>Carry out regular pastoral support team meetings (Care & Support meetings) to update strategies in place.</p> <p>Re-establish indoor friendship groups at lunchtime</p>			
Improve the delivery of information to parents with SEND	Parents receive a copy of their child's personalised plan - 3 times a year	To provide parents of pupils with SEND access to the child's plan and records of progress	Two planned parent consultations across the year and opportunities for parents to have additional SEND meetings on request	Class Teachers SEND Lead Teacher	2022	All SEND parents are kept informed of their child's progress and performance.
To ensure that parents with disabilities can access parent consultation evenings.	<p>Parent meetings held in accessible rooms of the school.</p> <p>Virtual and telephone consultations can also be held.</p> <p>Interpreters arranged where possible</p>	To provide access for all at parental consultations	Two planned parent consultations across the year and opportunities for parents to request special access arrangements to ensure they receive this feedback	Class Teachers SEND Lead Teacher	2022	All parents are kept informed of their child's progress and performance.

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 board and Head of School.

5. Links with other policies

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

- Equalities and diversity 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