

# **POLICY STATEMENT**

## **ACCESSIBILITY PLAN**

***Riverview exists to cherish, challenge and inspire all children and adults within a Christian community***

**This Policy must be read in conjunction with  
Appendix 1 - "An Overview of the Equality Act 2010"**

**REVISION DATE:**

**JULY 2021**

**REVIEW DATE:**

**JULY 2024**

# **RIVERVIEW C OF E PRIMARY & NURSERY SCHOOL**

## **POLICY STATEMENT AND ACCESSIBILITY PLAN**

### **3-YEAR PERIOD COVERED BY THE PLAN: 2021-2023**

#### **1. INTRODUCTION**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2005, as amended by the SEN and Disability Code of Practice 2014. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. This plan also includes increasing access for disabled adults.

#### **2. DEFINITION OF DISABILITY**

Disability is defined by the Disability Discrimination Act 2005 (DDA): "A person has a disability 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 carry out normal day to day activities."

#### **3. KEY OBJECTIVE**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

#### **4. PRINCIPLES**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy. The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002). The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges

- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **5. ACTIVITY**

### ***i. Education & related activities***

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### ***ii. Physical environment***

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### ***iii. Provision of information***

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **6. ACTION PLAN**

See attached Access Plan

## **7. LINKED POLICIES**

This Plan will contribute to the review and revision of related school aspects, e.g.

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| • <i>Equality Information &amp; Objectives</i> | • <i>Safeguarding</i>  |
| • <i>Admissions</i>                            | • <i>The School Context</i>                                  |
| • <i>Anti Bullying</i>                         | • <i>SEND</i>  |
| • <i>Behaviour</i>                             | • <i>Staff Handbook</i>                                      |
| • <i>Curriculum</i>                            | • <i>Supporting Pupils at School with medical conditions</i> |
| • <i>Curriculum Statement</i>                  | • <i>Teaching &amp; Learning</i>                             |
| • <i>Equality Scheme</i>                       | • <i>Whistleblowing</i>                                      |
| • <i>Health &amp; Safety</i>                   | • <i>Finance &amp; Premises</i>                              |
| • <i>Inclusion</i>                             | • <i>School Improvement Plan</i>                             |
| • <i>Intimate Care</i>                         |  |

### **The purpose and direction of the school's plan: vision and values**

At Riverview we aim to provide all children with full access to every aspect of school life. The Accessibility Plan is linked to our whole School Improvement Plan and Special Needs Action Plans and provides planned intervention to ensure that we meet the needs of children who have disabilities.

This plan was made following consultation with relevant support agencies and the parents of children currently within school whose children require special provision. If children enter the school with additional needs further adaptations will be made.

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<b>Improving Access to the curriculum</b>				
<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Time Frame</b>	<b>Outcomes</b>
<b>A1: Develop range of learning resources that are accessible for pupils with different disabilities</b>	Subject Leaders to review resources in their curriculum areas. Subject Leaders to liaise with SENCO to ensure that the needs of children with specific learning and/or physical needs are being met.	Subject Leaders/Inclusion/PPG Lead to review the curriculum schemes of work and policy documents.	July 2022	Pupils with disabilities have increased access to curriculum materials.  All pupils have equal access to the curriculum
<b>A2: Teachers and TA's to develop their knowledge of learning needs and teaching strategies</b>	Identify suitable professional development opportunities	Learning needs and pupil involvement in their own learning to be a key aspect of the School Strategic Improvement Plan	July 2022	Staff use schools learning characters to promote understanding of learning.  Higher attainment for pupils with SEND
<b>A3: Pupils in all cohorts are aware of and understand why we should value all members of our community and work together to ensure that everyone at Riverview has an equal opportunity to access the curriculum and all aspects of school life</b>	<ul style="list-style-type: none"> <li>a. Disability equality issues are incorporated into the Citizenship, PHSE / RSE and RE curriculums</li> <li>b. Awareness and personal responsibility issues raised in acts of worship.</li> <li>c. Involvement with local church member with disability</li> </ul>	Curriculum time to discuss disability and equality issues.	July 2022	Pupils have greater understanding of disability issues.  Reduction in disability related name calling.
<b>Comments</b>				
A1. We plan to increase the range of accessible resources in stock. This will be done by ensuring that when new items are purchased the needs of current/future disabled pupils are taken into account.				
A2. The staff plan to learn more about different learning and teaching strategies. These will help all pupils – but especially current and future pupils with disabilities and/or SEND.				
A3. Our aim is for all children to learn about disability as part of PHSE. Pupils can explore common stereotypes of disabled people, and learn about changing attitudes.				

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**Comments**

B1: Riverview has no pupils with visual impairment. However as the school is planning a continuous programme of redecoration we wish to ensure appropriate colour schemes are used to make the building accessible to any future impaired pupils.

B2: Riverview currently has no children with a physical impairment. **The building is four years old** and currently meeting regulations relating to Accessibility.

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**Improving access to information**

<b>Target</b>	<b>Action</b>	<b>Resources</b>	<b>Time Frame</b>	<b>Outcomes</b>
<b>C1: Make information more accessible to pupils (and parents) with disabilities</b>	Use <b>LA</b> recommendations to develop plans to make information more accessible.	<b>LA</b> guide to making information more accessible.	<b>July 2022</b>	Pupils and parents with disabilities have greater access to information. School able to respond to request for information in alternative formats.

**Comments**

C1: The school begins by ensuring that the information needs of existing disabled pupils are being met. It then goes on to consider what it would need in order to respond to the needs of future disabled pupils. The school also remembers to consider the needs of parents – some of whom might need to receive information in alternative formats.

Plan agreed on \_\_\_\_\_

Plan to be next reviewed on \_\_\_\_\_