



# Redesdale Primary School

## Accessibility Plan 2022-2025

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**Redesdale Primary School**  
**ACCESSIBILITY PLAN 2022-2025**

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# **Redesdale Primary School**

## **ACCESSIBILITY PLAN 2022-2025**

### **1. Introduction**

Redesdale Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all children fairly and with respect, and this involves providing access and opportunities for all children without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

### **2. Aims of the Plan**

- To create opportunities for every child to develop and learn.
- To release potential in people to make the most of themselves.
- To achieve excellence in standards of education & skill for all children.
- To ensure the building and premises are accessible to all users, including children, parents/carers and visitors.
- To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows;
  - Eliminate unlawful discrimination, harassment and victimization;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.

### **3. Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **4. Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

#### **4. Key Objective**

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

#### **5. Principles**

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEND policy;
2. The school recognises its duties under the Equality Act:
  - Eliminate unlawful discrimination, harassment and victimization;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.
  - 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.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils ) of the Equality Act also requires schools to;
  - Increase the extent to which disabled pupils can participate in school curriculum.
  - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school.
  - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. 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 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 individual and groups of pupils.

## **6. About our School**

Redesdale Primary School's building was opened in January 1980 and was extended in 2002. Our accessibility requirements were approved in 2012 by North Tyneside Local Education Authority.

Redesdale Primary School is housed in a purpose built school building which is all on the ground floor. It provides wheelchair access to the Main Entrance and all Year Group entrances with internal double doors that accommodate wheelchair access or anyone with mobility difficulties. The Main Entrance has push button door access controlled by the Main Office to ensure safeguarding and an induction loop is fitted at the Main Reception. There is access to all levels including accessible toilets being available in the Lower Key Stage 2 and Upper Key Stage 2 areas. There is also an electronic changing bed in the Foundation Stage Area.

## **7. Activity**

Redesdale Primary School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. This plan is in addition to the School's Single Equality Scheme.

## **8. Linked Policies**

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

- SEND Information Report
- SEND Policy
- Single Equality Scheme
- Single Equality Action Plan
- Equality & Diversity Policy
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Positive Relationships Policy & Procedure
- Admissions Policy
- Health & Safety Policy

Targets	Strategies	Outcome	Responsibility	Timeframe
<b>EQUALITY AND INCLUSION</b>				
To ensure that the Accessibility Plan is annually reviewed by FGB.	Clerk to the Governors to add to agenda as required.	Plan reviewed. Legislation adhered to.	Headteacher	Annual
To improve staff awareness of Special Educational Needs and Disability issues.	Review training needs. Provide training as necessary or appropriate.	SEN and Disability issues are identified and addressed by all staff.	Headteacher SENDCO	Continuous review linked with School Development Plan (SDP).
To improve children's awareness and understanding of a range of disabilities.	Review the school curriculum to ensure it promotes equality and diversity and addresses disability awareness.	Children have a greater awareness and understanding of a range of disabilities.	Headteacher, SLT, Subject Leaders & Staff	Continuous review linked with School Development Plan (SDP).
To ensure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access.	Policies are fully inclusive of issues related to disability and reflect current legislation.	Headteacher, SLT, Subject Leaders, Governors	Continuous review linked with School Development Plan (SDP).

Targets	Strategies	Outcome	Responsibility	Timeframe
<b>PHYSICAL ENVIRONMENT: Improve access to the physical environment of the school, adding specialist facilities as necessary.</b> Redesdale Primary School is housed in a purpose built school building. It provides wheelchair access to the main entrance, all Key Stage / Year group entrances, internal double doors accommodate wheelchair access, including access to all levels and disabled toilets are available in the LKS2 and UKS2 areas. There is also an electronic changing bed in the Foundation Stage Area.				
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical environment for all.	Audit of accessibility of school buildings and grounds. Suggest actions to be implemented (where necessary). Termly and Annual Health & Safety Checks.	Access to areas will be improved and access for all.	Headteacher Governors	Agenda item for appropriate meetings.
To ensure staff training, including First Aid training, ASD training, is in place to support needs of all children and adults.	Regularly review needs and training.	Improved staff training and greater understanding which will support needs of all children.	Headteacher	Annual & on-going to meet changing needs
To ensure parking and access to the building for physically disabled students and/or their parents when they visit the school meets needs. (There is a designated disabled parking bay.)	Review current arrangements (where necessary).	Parking and access continue to be accessible for physically disabled students and/or their parents and is monitored closely.	Headteacher School Business Manager	Annual & responding to requirements to meet changing needs.

Targets	Strategies	Outcome	Responsibility	Timeframe
<b>CURRICULUM: Increase access to the curriculum for pupils with a disability.</b>				
To continue to train staff to enable them to meet the needs of children with a range of Special Educational Needs and Disabilities.	SEND/CO/Headteacher to review the needs of children and provide training for staff as needed, i.e. ASD training to become an Autism Friendly School.	Staff are able to enable all children to access the curriculum.	Headteacher Deputy Headteacher, Assistant Headteacher, SEND/CO	Continuous review linked with School Development Plan (SDP).
To increase the confidence of all staff in differentiating the curriculum	Assess staff training needs on curriculum access Assign CPD for differentiation and recording strategies.	Raised staff confidence in strategies for differentiation and increased pupil participation.	Headteacher Deputy Headteacher, Assistant Headteacher, SEND/CO	Continuous review linked with School Development Plan (SDP).
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits.	A real commitment to inclusion of all children in all activities and events.	All providers of out of school education will comply with legislation to ensure that the needs of all children are met.	Headteacher Teachers, Visit or activity organiser	Continuous review linked with School Development Plan (SDP).
To provide specialist equipment to promote participation in learning by all children.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, ear defenders, writing slopes etc.	All children will be able to work as independently as is possible.	Headteacher Teacher, SEND/CO	Review as part of SEND Information Report and links to SDP.



To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Headteacher, SLT, Teachers	Annual & on-going
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Targets	Strategies	Outcome	Persons responsible	Timeframe
<b>WRITTEN INFORMATION: Improve the delivery of written information to children, staff, parents and visitors with disabilities.</b>				
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary. Use of website translation tools.	Parents and other members of the school community with particular needs will have the same access to information as any other parent or member of the school community.	Headteacher, School Business Manager & SLT	On-going & as required.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evening by TEAMS (online), telephone and send home written information where necessary.	Parents with particular needs will be informed of their children's progress via suitable communication.	Headteacher Deputy Headteacher SLT and Staff	On-going & as required.