



Accessibility Plan

For

Richard Taylor CE Primary School.

Mission Statement

Richard Taylor School is a caring Christian community where all children in our safekeeping learn:

Knowledge with skills
Friendship with respect
Confidence with humility
Service with responsibility
The resilience to succeed
and know that they are loved as children of God

History of document: To be reviewed annually and re-approved every three years, or sooner if deemed necessary.

| Issue number | Author | Date written | Approved by LGB | Comments |
|--------------|-----------|---------------|-----------------|----------|
| 1 | A Symonds | November 2018 | Spring 2019 | |
| | | | | |
| | | | | |

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

Yorkshire Causeway Schools Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on each school website, and paper copies are available upon request.

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its schools support any available partnerships to develop and implement the plan.

The Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Trust schools, this procedure sets out the process for raising these concerns.

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.

This policy complies with our funding agreement and articles of association.

| | | | | | | |
|---|---|-----------------------------------|--|------------------------------|-------------------------------------|--|
| | | <u>Long Term Objective</u> | 1 To develop the school wildlife garden ensuring complete disability access to all activities including: Access pathways, low level planters, assess to activity areas | Mr Symonds | Summer term 2020 | Children with disabilities have full access to the wildlife garden for outdoor learning. |
| Improve and maintain access to the physical environment | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Disability access doors to all classrooms. • Trip Trap Stability Chairs for all disabled children at lunchtime. • Corridor width accommodates wheelchair access. • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Personalised equipment for identified individuals including walkers and seating. | Short Term Objective | 1 The school renovates its disabled parking bays to ensure that they are easily seen and accessed. | Mr Symonds | Spring term 2019 | Families of children with disabilities have easy access to school at the start and end of the day. |
| | | Medium Term Objective | 1 The school completes a comprehensive conditions survey to identify priority disability access improvements | Mr Symonds | Summer term 2019 | The school's long term building plan includes an awareness of practical improvements which can improve access for disabled children |
| | | Long Term Objective | 2 School staff complete further training on supporting disabled pupils to access the curriculum 1The school completes the new entrance extension ensuring that it has full disability access and reflects the school's inclusive vision for all pupils. | Mr Symonds Mr Symonds | Autumn term 2019 Spring 2019 | Staff trained to meet the needs of pupils with disabilities The new entrance area is fully accessible to disabled pupils and reflects the school's inclusive vision for all |

| | | | | | | |
|---|--|-----------------------|--|-----------------------|------------------|---|
| Improve the delivery of information to pupils with a disability | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Personalised access to ipads.</i> • <i>Wide range of technology to support access to learning</i> • <i>Pictorial or symbolic representations including visual timetables.</i> • <i>Range of staff trained in use of Makaton communication systems.</i> | Short Term Objective | 1 Inclusion governor to complete audit of internal signage to ensure that it is disability friendly and accessible to children with additional needs | J Johnson | Spring Term 2019 | The school ensures that all signs are accessible to disabled children |
| | | Medium Term Objective | 1 School to review support staff training needs re communication for disability pupils. | E Styles A Symonds | Autumn 2019 | School ensures that all staff have the required training to meet the communication needs of pupils with a disability. |
| | | Long Term Objective | School to develop disability section of school website with information on how the school celebrates and supports it's disabled students. | A Symonds S Bonson | Autumn 2019 | The school's website is a valuable resource for families of children with disabilities. It also celebrates the specific achievements of children with disabilities. |

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

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 | RTS is a single level building with disability access | | | |
| Corridor access | The school has 2 main corridors. All doors leading off corridors are disabled access | | | |
| Lifts | The school has no lifts | | | |
| Parking bays | The school has one designated disabled parking bay with the opportunity to open up the playground if more parking is needed. | | | |
| Entrances | The schools main entrance is being extended to improve disability access | | | |
| Ramps | Small ramps have been installed | | | |

| | | | | |
|-------------------------|---|---|--|--|
| | where door lips prevent free access. Two classes are accessible by stairs | The LGB have investigated the possibility of installing a ramp to these class bases but it is not physically or financially viable. | | |
| Toilets | The school has a fully equipped disabled toilet | | | |
| Reception area | The schools main entrance is being extended to improve disability access | | | |
| Internal signage | | | | |
| Emergency escape routes | All identified children have a personalised emergency evacuation plan | | | |
| | | | | |
| | | | | |