




Repton Manor Primary School

Accessibility Policy and Plan

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Governor signature	
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Accessibility Policy and Plan

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. Repton Manor Primary School is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and Headteacher and approved by the governing board.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility Plan 2026 – 2029

Aim 1: Increasing the extent to which pupils with a disability can access the curriculum.

Current Good Practice:

Our school uses adaptive strategies to ensure that all children are able to access their year group curriculum, where appropriate the curriculum is differentiated to ensure that the individual needs of pupils are met. The school has access to a wide range of resources tailored to the needs of the child requiring additional support to access the curriculum. Our curriculum promotes diversity, addressing the protected characteristics ensuring that all children develop a secure knowledge of disabilities and how best to support their peers. The school has robust assessment systems, tracking the progress of all children including those with a disability. The curriculum is regularly reviewed to ensure that it continues to meet the needs of all children. The school has a curriculum offer that ensures that there is a tiered approach to learning (universal/ targeted/ personalised), ensuring that the needs of all children are met. The school sets targets and thoughtfully implements provisions and interventions to ensure that the needs of children are met. The school uses the 'Graduated Approach', carefully considering the assess, plan, do and review cycle is used effectively to address the needs of all children.

	Objectives:	Actions to be taken:	Timescale	Who	Success Criteria
S h o r t T e r m	Data collection – to have a clear overview of the special educational needs and/ or disabilities of all stakeholders to that known needs can be responded to appropriately to enable full accessibility to all areas of the physical building, as well as the curriculum.	Data collection for all children and staff to be stored electronically – this information is to be collected at the point of transition into the school and reviewed annually. Awareness of additional needs for staff and parents- relevant staff members to provide additional support where appropriate and reasonable.	Annually	SENCO/ Admissions Administrator	A clear identification of need is recorded and documented – this will be shared in the Equality Policy. Stakeholders' needs will be met in a timely manner, with appropriate and reasonable adjustments being made. Specialist advice and training sought where appropriate.
M e d i u m T e r m	Transition – to ensure that all stakeholders have a successful transition including; year group to year group, nursery to primary and primary to secondary, as well as change of placement e.g. mainstream to specialist setting/ provision and vice versa.	Transition programme identified at both schools to support nursery to primary, primary to secondary and year to year transitions. Transition meetings held – teacher to teacher/ setting to setting, as well as meetings with the Inclusion team to ensure a clear understanding of need and provision is received. Additional transition sessions given to children and staff for identified individuals. Record of need at class less created and updated accordingly to ensure all staff have a clear understanding of the need of all individuals at point of transition.	Annually	SENCO/ HT's	Receiving CT's have a clear understanding of need. Appropriate training identified and sought – prior to transition where appropriate. Children receive additional transition sessions and resources to aid with the change of setting/ adult.

L o n g t e r m	Diversity – to ensure that the curriculum promotes awareness of a range of special educational needs and/ or disabilities, allowing for inclusion for all.	The curriculum educates all children to have an awareness of individual differences including that of special educational needs and/ or disability. Within the curriculum, the school provides full access to all aspects of the curriculum by making reasonable adjustments and ensuring their best endeavours to meet the individual needs of all children identified as having a special educational need and/ or disability with or without a disability.		Whole School Approach.	The needs of all pupils, parents and staff are met and represented within the school.
	To increase access to the use of technology and alternative programmes to support staff with adapting access to the curriculum for all children when learning.	Consider the various physical tools to support teaching more vulnerable children. For example, Capital investment in iPads to support learning. Staff training and CPD to develop the use of technology in the classroom to adapt and develop resources or learning content. Greater access to programmes such as; Widgit/ Clicker/ Communication aids (GRID Player) and how to support pre-verbal communication and access the curriculum.			Children have greater access to the curriculum and alternative methods to communicate/ record their learning. The adapted approaches to learning for individuals allow for accelerated progress from their starting point.

Aim 2: Improving and maintaining access to the physical environment, ensuring the physical, sensory and communication needs of pupils with a disability are supported.

Current Good Practice:

The school environment is regularly reviewed and maintained to ensure that appropriate adaptations are made to address the individual needs of all stakeholders. The school considers the use of appropriate seating, where necessary. The school site is fully accessible to all stakeholders. The school has 2 disabled toilets and a medical room, there is sufficient disabled parking for access to staff members and families. The school building is DDA compliant and regular site walks are completed to ensure disabled access at all times when moving around classrooms and the main corridors.

	Objectives:	Actions to be taken:	Timescale	Who	Success Criteria
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S h o r t T e r m	Bi-Termly environment walk around implemented to ensure accessibility for all – consider accessibility for Physical and Sensory Disabilities, as well as Hidden Disabilities. Particular focus on communication aids for pre-verbal children.	Accessibility for all to be incorporated into site walks – ensuring timely adaptations to the physical environment for all stakeholders.	Bi-Termly	SENCO/ Estate and Site Managers/ HT's	<p>Learning Environments are well resourced with a range of provisions/ strategies to meet the needs of all learners.</p> <p>Professional advice sought and acted upon in a timely manner ensuring inclusivity.</p> <p>All areas are accessible to stakeholders with a Physical disability. All learning environments are well adapted to support individuals with a hearing impairment.</p> <p>Risk assessments and Personal Emergency Evacuation Plans are written and regularly reviewed for all children ensuring children have the appropriate provision and support to evacuate safely, should this be required.</p>
M e d i u m T e r m	To ensure that all learning environments and areas, promote a fully inclusive environment meeting the Mainstream Core Standards.	<p>Identify training programme – to ensure high quality provision available as part of QFT and via interventions.</p> <p>Collaborative working with parents/ carers regarding the development plan for accessibility and inclusive practice.</p>	Ongoing	Inclusion Team/ Teaching Staff	The needs of all pupils are fully met and enable all stakeholders to be able to access all elements of the schools offer including Breakfast and After School Club; Teacher led Clubs etc.

L o n g t e r m	To promote a Physical Education Curriculum (including OPAL) that is fully inclusive to the needs of all stakeholders throughout the school day and beyond.	<p>Review the provision offered to learners, obtaining pupil voice.</p> <p>Ensure the PE Curriculum promotes a diverse range of activities, including sports/ activities that are tailored to wheelchair users.</p> <p>Staff training needs identified, with support identified to further enhance the current provision available to learners. Access to PRG.</p> <p>Improved communication across the wider school and outside areas, ensuring all children have a means of communication including our pre-verbal children.</p> <p>Increase accessible equipment during OPAL play, ensuring access to play equipment for children with a physical disability.</p>	Annually	SENCO/ PE and OPAL Leaders.	<p>All learners are able to fully access sports/ physical activities, removing barriers to learning experiences.</p> <p>Staff confident in knowing how to adapt activities/ learning experiences.</p> <p>All learners are able to access arrangements of physical activities during; the school day and beyond, sporting events, school trips and residential trips etc.</p> <p>The physical environment includes communication boards/ aids access to technology to support their communication.</p>
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Aim 3: To improve the delivery of information to all stakeholders.

Current Good Practice:
 The school uses a range of communication methods with pupils and parents/ carers to make sure information is accessible. The school uses; visual aids, communication boards, Makaton signing, Internal signage, large print resources, has access to induction loops, digital, audio or video formats to access information. The school also has access to software to translate information to support families who have English as an additional language.
 The school makes reasonable adjustments with families to aid families accessing the school information if they are not able to physically attend the school site or attend meetings, this includes; home visits, additional phone calls including video calls, holding meetings within the community etc.

	Objectives:	Actions to be taken:	Timescale	Who	Success Criteria
S h o r t T e r m	To review and refine how information is shared/ communicated with all stakeholders, ensuring that it is accessible to all.	<p>Information shared with all stakeholders will be accessible to all regardless of need – consider how stakeholders will access this information e.g. Visual/ Hearing Impairment/ English as an Additional Language/ Learning Disabilities etc.</p> <p>Information communicated in a range of formats to support all stakeholders – support provided to stakeholders, where appropriate, to complete forms etc.</p>	Ongoing	SENCO/ HT's	<p>Information is accessible to all stakeholders and provided in a range of formats including, electronic, large print, alternative languages etc.</p> <p>Where appropriate, translators will be sought to aid communication between stakeholders.</p>

M e d i u m T e r m	To ensure that learning environments are fully supportive of communication needs and enable all stakeholders to be able to access information in a variety of ways.	Where appropriate, enlarged print to aid stakeholders with visual impairments. Signage around the learning environments will be pictorially supported (using symbols/ photographs). Resources will be printed in a range of languages, where appropriate, to support stakeholders who speak a different language and are still mastering the English Language.	Ongoing	Inclusion Team/HT's	All stakeholders are able to communicate successfully, using a range of resources and strategies provided by the school. Timely and appropriate adaptations made to ensure access for all. Advice sought from appropriate professionals to ensure good communication strategies for all.
L o n g t e r m	To further improve the teaching pedagogy so that children have opportunities to revisit and review prior learning, develop their use of vocabulary, benefit from explicit instructions and see modelled examples	Continue to develop staff CPD relating to explicit instruction and modelling to support the teaching of vocabulary and new concepts. Further enhance teacher's use of assessment (diagnostic/ formal/ summative) so that children's learning is adapted in the moment, as well as being reviewed and built upon to improve pupil outcomes. Deliver CPD on adaptive strategies to inform practice.	Termly/ Annually	Inclusion Team/ Teaching Staff	Teachers are able to confidently review children's achievements and therefore access to the curriculum, making appropriate adaptation as necessary.

