


# Repton Manor Primary School

## Accessibility Plan 2021-2024

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# **Repton Manor Primary School Accessibility Policy: 2021-2024**

## **Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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”.

## **What is Disability?**

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions are considered as disabilities. Long term is defined as lasting, or likely to last, for at least 12 months.

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. Schools and education authorities have a duty to provide reasonable adjustments for disabled pupils under the Equality Act 2010.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing special educational need and disability (SEND) statement or Education Health Care (EHC) provisions which are part of education legislation, under which local authorities have to provide auxiliary aids to pupils with a statement of SEND or an EHC. (See also the SEND Information Report on the school website.)

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

## **Statement of principles**

This policy outlines the commitment of the staff, pupils and governors at Repton Manor Primary School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils either school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers

- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality in our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community so that all feel safe, secure, valued and of equal worth.

At Repton Manor Primary, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to build and extend their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

### **Key Principles which underpin our Ethos**

Meeting the duties described above means that all our actions need to embody these key principles. To:

- strive to make the best possible provision for all pupils regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- respect diversity; we know that treating people equally is not simply a matter of treating everyone the same and adopt the view that inclusion is the process of taking necessary steps to ensure that every young person is given an equal opportunity to develop socially, to learn and to enjoy community life.
- know that equalities is not simply about protecting the potentially vulnerable. We believe that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- be proactive in our efforts to identify and minimise existing barriers or inequalities.
- seek the views of all groups affected by the policies and work of our schools and try to involve them in policy review.
- recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.
- challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions.
- encourage all pupils to greet visitors to the school with friendliness and respect.

This policy should be read in conjunction with the following school policies, strategies and documents:

- Anti-Bullying Policy
- Teaching and Learning Policy
- Staff Code of Conduct
- Lifeskills Policy
- RSHE Policy
- Health & Safety Policy
- Equality Plan
- School Development Plan
- The SEND Information Report

### **Roles and Responsibilities**

#### **The Governing Body**

- Oversee that the school complies with all equalities legislation relevant to the school community.
- Ensure that the Accessibility policy and associated plans are maintained and updated regularly.
- Ensure that procedures and strategies related to the policy are implemented.
- Monitor all incidents and the action taken in relation to all said incidents.

#### **The Senior Leadership Team:**

- Along with the Governing body, provide leadership and vision in respect of equality and accessibility
- Oversee the implementation of the Accessibility Policy.
- Co-ordinate the activities related to equality and accessibility.
- Ensure that all who enter the school are aware of, and comply with, the policy.
- Ensure that staff are aware of their responsibilities and are given relevant training and support.
- Take appropriate action in response to discrimination against children or staff.
- Will ensure that the Accessibility Policy is published on the school website.
- Consider the inclusion of all protected characteristics in future plans for the school

#### **All Staff**

- Support and promote the aims and principles of equality through the implementation of this policy in day to day practice
- Respond to incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Keep up to date with equalities legislation by attending relevant training events.
- Continue raising our high standards of teaching and learning.
- Encourage visits and workshops which support cultural awareness and an appreciation of cultural diversity
- Feel valued and supported.

<b>Aim 1: To promote a greater awareness of disabilities throughout our school community and curriculum ensuring equal access and opportunities for all</b>							
	<b>Targets</b>	<b>Strategies/ Actions</b>	<b>By (date)</b>	<b>Who</b>	<b>Impact</b>	<b>Impact &amp; Review</b>	<b>Achieved</b>
Short Term	Data collection – to have a clear overview of the special educational needs and/ or disabilities for all stakeholders so that known needs can be responded to enabling access.	Data collection for all children to be stored on Sims.  Awareness of additional needs for staff and parents – relevant staff member to provide additional support where appropriate and reasonable.	Annually	DHT/ PSM and Office.	Appropriate provision, resources and strategies identified and implemented to meet the needs of all children. Specialist advice and training sought where appropriate.		
Medium Term	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 Week to take place in-line with Secondary Schools.  Transition meetings held – teacher to teacher/ setting to setting.  Pupil Passports/ learning plans etc shared.  Additional transition sessions given to children and staff for identified individuals.	Annually – July 21/ July 22/ July 23	DHT/ PL's	Where possible needs addressed immediately, where necessary specialist advice from outside agencies and funding sought to improve accessibility.  Additional transition sessions and resources provided where appropriate for key individuals.		
Long Term	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 provide 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.	Bi-Termly – STP/ MTP/ LTP	Whole School Approach	The needs of all pupils, parents and staff are met and represented within the school.  MSC (2021) are implemented and embedded throughout the school as part of QFT.		

**Aim 2: To ensure greater access to the wider school environment, beyond the classroom, for all learners including SALT, EAL, VI and PD.**

	<b>Targets</b>	<b>Strategies/ Actions</b>	<b>Timescale (By when)</b>	<b>Responsibility (By Who)</b>	<b>Success Criteria</b>	<b>Review</b>
<b>Short Term</b>	To ensure all learning environments, promote a fully inclusive environment meeting the MCS.	<p>Identify training programme – to ensure high quality provision available as part of QFT and via interventions.</p> <p>Liaise with appropriate professionals/ services to complete learning environment audits, particularly for VI and PD.</p> <p>Obtain parent/ pupil voice re QFT and provision available for all children.</p> <p>Collaborative working with parents/ carers regarding the development plan for accessibility and inclusive practice.</p>	<p>Oct '21 and on-going</p> <p>On going</p>	LSum/ KA	<p>All learning environments are fully inclusive and meet the criteria from MSC.</p> <p>Professional reviews confirm inclusive practice.</p>	
<b>Medium Term</b>	To ensure appropriate opportunities are given to all learners to fully access the wider curriculum (access to activities beyond the school day)	<p>Termly reviews of access to wider curriculum opportunities – gather data to show access for pupil groups.</p> <p>Review meetings to enhance/ improve offer and ensure all learners are able to access provisions.</p> <p>Appropriate support/ provisions identified to ensure full access for all.</p>	Termly		The needs of all pupils are met and enable them to fully access all elements of our school offer (BC/ ASC and teacher/ professional led clubs).	
<b>Long Term (1)</b>	To promote a Physical Education Curriculum 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>Staff training needs identified, with STLS support identified to further enhance the current provision available to learners.</p>	July '21	AB/ KA/ LSum	<p>All learners have the opportunity to take part in sporting events beyond the school day.</p> <p>Staff have a secure understanding of how to adapt and modify lessons/ activities.</p>	

					Pupils are able to communicate how they are able to access the PE curriculum and the opportunities available to them.	
Long Term (2)	To continue to promote a 'nurture' ethos across the school and to achieve Nurture Group Accreditation.	<p>PINC team to review Nurture provision across the school and implement Nurture Groups to achieve NG status</p> <p>Nurture Principles embedded across the school.</p> <p>Review action plan, identifying strengths and next steps, including NG's.</p> <p>Develop and promote the social and emotional needs of all chn, ensuring a clear plan, do, review and assess process for all provisions.</p>	On-going	PINC team Teachers	<p>Boxall Profiles data regularly reviewed, identifying whole class, small group &amp; personalised provision.</p> <p>Impact of QFT/interventions &amp; provisions show good or better impact, addressing the needs of all children.</p> <p>CPD opportunities given to all staff.</p>	

