



Accessibility Plan 2024-25

At Roberts Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

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

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Aims

Roberts Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Roberts Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Roberts Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy and SEN Information Report
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved:

Date

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

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Access Report Ref.	Item	Activity	Timescale	Cost	
1.	Playground access	All playgrounds are accessible to wheelchair users, hearing impaired or visual impaired people.	Ongoing	N/A	Completed
2.	Classroom access	All classroom accessible to wheelchair users, hearing impaired or visual impaired people. Individual risk assessments in place for specific pupils.	N/A Ongoing	N/A	Completed
3.	Accessible toilet step/rails fitted in care room	Site manager to check that one cubicle in each toilet has a working hand rail and to install one if necessary.	September	£150	Completed
4.	Hoists, slings and school wheelchairs to be serviced on a 6 monthly basis. School lift to upper floors to be continued to be checked on 2 monthly basis	Site manager to book Disabled Aids in.	Wheelchair – annual service Hoisting - ongoing – 6 monthly (at present there are no pupils who need hoisting)	£600	Annually Ongoing every six months checks

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Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Corridor	Keep corridors clear from obstructions. Ensure coats and bags are hung up properly in the cloakrooms/classrooms.	Ongoing	High	None	Ongoing
2	Wheelchair access	The school site is accessible to wheelchair users.	N/A	Low	None	Complete
3	Disabled parking	Spaces to be provided to appropriate personnel	September	Medium	None	Complete
4	Disabled toilets	In place in KS2 and a Care Room in KS1.	Ongoing	Low	N/A	Complete
5	Changing and shower facilities	In place in KS1 – Care Room	N/A	Low	N/A	Complete
6	Medical room	Medical room available in Reception.	N/A	High	None	completed

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Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Adaptive Teaching and differentiation in teaching is implemented through the school's graduated SEN approach and to Dudley's Local Offer.	SLT to monitor quality of differentiation and provision for SEND pupils. School provision map to updated termly to track the provision of SEN needs.	Termly	High	SLT/SENCO release costs	Ongoing
2	Additional resources to support children with accessibility needs.	Use of ICT equipment or adult-scribes where applicable to help pupils record their written work. Use of specific resources outlined by external agencies or deemed appropriate by school to help children's access to the curriculum (tactile resources, pencil grips, sloped writing boards etc...)	Termly	Med	Resourcing costs	Ongoing
3	Interventions	School SENCO to audit interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Termly	High	Resourcing costs of identified areas to develop	See provision maps
4	Classrooms are organised to promote the participation and independence of all pupils	School SENCO to provide resources suggested by outside agencies. SLT to ensure that lessons are planned to meet the needs of all pupils in the class.	Termly	High	Possible resource implications where gaps are identified	Ongoing
5	Staff training in the production, implementation and review of Provision maps.	School SENCO to deliver staff training to teaching staff.	Spring Term	High	Not applicable	See staff CPD logs

6	Staff training insupporting pupils with SEND	School SENCO for Inclusion and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	CPD for staff	Ongoing
6	Risk assessments, care plans and PEEPS for individual pupils with accessibility or particular medical needs.	<p>School SENCO to ensure write individual risk assessment for identified pupils. Risk assessments, Care Plans and PEEPS to be disseminated to appropriate staff.</p> <p>Educational visit risk assessments to be completed prior to visits. Individual risk assessment to be carried out for individuals who have additional access requirments.</p>	<p>Sept</p> <p>Ongoing</p>	High	SLT/SENCO release costs	Ongoing

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Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will provide new parents to the school with school policies translated into their language, in order to ensure accessibility for parents with English as an additional language.	Ongoing As and when needed	Low	Not applicable	Main website has a translation tool. If necessary, as and when required translation would be put in place for individual parents.
2	Availability of British Sign Language for pupils and parents who have a hearing impairment and requires a signer to be present at meetings.	School will arrange a signer to attend parents' evenings, Annual Reviews and any other appropriate meetings where the parent is involved. For other informal discussions, written information to be used as a way of communicating. If a child has a hearing impairment, school will liaise with the Local Authority's Hearing Impairment Service in providing the appropriate resources for meeting the child's needs.	Ongoing	Med	£100 per hour	As and when required

3	Availability of Braille for parents who have a visual impairment and requires information to be presented in Braille.	<p>School will arrange for formal document such as the child's school report and EHC Plan to be presented in Braille or audio format.</p> <p>For other information, school will communicate this with the parent verbally, face-to-face or over the telephone.</p> <p>If a child has a visual impairment, school will liaise with the Local Authority's Visual Impairment Service in providing the appropriate resources for meeting</p>	Not applicable at present	Low		As and when required
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