



Rode Heath Primary School

Heath Avenue, Rode Heath,

Stoke on Trent, ST7 3RY

Telephone: 01270 314414

E-mail Address: admin@rodeheath.cheshire.sch.uk

Headteacher: Mr. John Frankland



Rode Heath
PRE-SCHOOL

Inspiring learning; nurturing minds; achieving for life

Accessibility Plan

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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 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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Rode Heath Primary School our core purpose is defined in our mission statement of 'Inspiring learning, nurturing minds and achieving for life. In order to deliver on our mission statement our curriculum is underpinned by the school's four core values of curiosity, teamwork, fairness and resilience. RHPS prides itself on the board, balanced, creative, relevant and continually evolving curriculum it provides for every child. Our bespoke curriculum builds on the statutory national curriculum; exciting children about the world around them, challenging them to achieve their potential by introducing pupils to the best of what has been thought and said, engendering an appreciation of human creativity and achievement, whilst preparing them for the opportunities, experiences and responsibilities of later life.

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

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

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including [pupils, staff and governors of the school].

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 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.

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 		Review and adapt as necessary to suit the needs of our children	HT	On-Going	

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 		Review and adapt as necessary to suit the needs of our children	HT	On-Going	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	School will make itself aware of the services available for converting written information into alternative formats.	<p>Ensure all letters are uploaded to website so that font size can be adjusted.</p> <ul style="list-style-type: none"> - Investigate services available to convert written information. - Signage / leaflets explain availability of information. <p>Review and adapt as necessary to suit the needs of our children</p>	HT	On-Going	<p>Alternative formats available with key staff aware of contact details.</p> <ul style="list-style-type: none"> - Disabled people aware of availability of other formats.

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To improve awareness of differentiation techniques and adaptations for children with physical difficulties.	Specialist equipment in regular use.		- Use sit 'n' move cushions, writing slopes, specialist pens.	HS		Adaptations recommended by Occupational Therapy / Physiotherapy in use.
Improve adaptations for children with autism.	Staff are fully trained in use of range of suitable adaptations		All staff regularly attend training on autism friendly adaptations to teaching and classroom environment. - Staff audit own classrooms for sensory issues.	HS / CEAT		Range of adaptations are documented in individual's school focused plans.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher

It will be approved by the governing board

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
- SEND policy
- Supporting pupils with medical conditions policy