



Roman Road Primary School

Accessibility Policy/Plan

Reviewed by Roman Road Primary School: July 2020

Date next full review is due: July 2022

Contents

1. Aim
2. Legislation and guidance
3. Action plan
4. Features of the school
5. Monitoring arrangements

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

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.

We are 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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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.

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	Objectives	Actions	Responsible	Complete by:	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Enable all children to make progress</p> <p>Children to become independent learners.</p> <p>Children are confident and resilient</p> <p>All staff make appropriate adaptations to include everyone</p>	<p>Teachers take into account advice from other professionals.</p> <p>CPD</p> <p>Half-termly progress meetings with SLT.</p> <p>Purchase/adaptation of resources to meet the needs of all pupils</p>	<p>Class Teacher</p> <p>SENCO</p> <p>SLT</p>	<p>Ongoing</p>	<p>Assessment data to indicate progress</p> <p>Children are happy, motivated, confident and independent learners.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <ul style="list-style-type: none"> • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Independent audit by Gateshead Council to ensure access for all</p>	<p>To address issues with GTFM</p>	<p>SLT</p>	<p>completed</p>	<p>Access to the physical environment for everyone</p>

Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representation • Visual aids 	To promote access to learning	<p>CPD for staff</p> <p>Acting on advice from other agencies</p> <p>i.e: EP, EYAIT, SALT, SENIT, HINT, LINT</p> <p>Acting in accordance of Single Plans (EHC Plan)</p>	<p>Class Teacher</p> <p>SENCO</p> <p>SLT</p> <p>TA support</p>	Ongoing	Pupils with a disability will have equal access to information
---	---	-------------------------------	--	--	---------	--

3. Features

- The school is on one level
- Reception is accessible to wheelchairs and has plenty of room for manouvere
- The corridor is accessible to wheelchairs
- There are two accessible car parking spaces nearest to the main entrance
- Level access points at all entrances
- There are four accessible toilets on site – x1 reception – x2 on main corridor x1 with shower and changing facilities
- Emergency exit routes are well labelled and displayed throughout the school

5. Monitoring arrangements

Review : 2023

Approved by the Full Governing Body on 10th November 2020

CJ/2023

