



Accessibility Plan

River Bank Primary School

2022

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

The Governing Body 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.

At River Bank Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes gender reassignment (also known as transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and Disability Policy and SEND Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and ensures equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision. This plan outlines how River Bank Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.



Access to Curriculum – Action Plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
Access to learning/in class provision.	<ul style="list-style-type: none"> Review SEND pupil's access to curriculum within class sessions. Observations to be carried out within classrooms to ensure that all pupils can access sessions and have access to equipment and adapted/differentiated resources (TEACCH, colourful semantics, Blanks Questions, Widget online word banks, sentence starters, substitution grids, writing slopes etc) where required. Ongoing monitoring from SENCO/SLT drop ins (at least half termly). Liaise with external professionals (ASD team, Ed Psychologist, SENs team) to incorporate suggested strategies and support within classrooms and around school for children who require specific equipment and adaptations as and when required. 	SENDCO (JV) / SEND team (SS), SLT	On-going	All pupils have access to a broad and balanced curriculum	
Training for staff on differentiating the curriculum for SEND and disabled children as required.	<ul style="list-style-type: none"> Regular planned half-termly training sessions/briefings for all teachers and TAs on increasing access for all pupils including appropriate differentiation of the curriculum Training from outside professionals for TAs (De-escalation, ASD, S&L, CAMHs) Drop in sessions with SEND team to support behaviour, learning resources and strategies (JV, SS & LS) (as and when required) TA SEND training sessions (termly) 	SENDCO (JV) / SEND team (SS), SLT	Half-termly TA/staff training, briefings On-going	All teachers know how to appropriately differentiate for all abilities	

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
	<ul style="list-style-type: none"> Relevant resources purchased and produced and in use (as suggested by outside professionals above) 				
Staff trained to meet individual medical needs of pupils where applicable	<ul style="list-style-type: none"> Up to date training from outside professionals as and when required and when new care plans have been issued. 	LB – Office Manager RH – medical assistant JV – SENCO SS – SEND Assistant	On-going	Staff completed training for specific needs and able to support these pupils whilst in school. Raised confidence of support staff	
Review PE curriculum to ensure PE is accessible to all pupils.	<ul style="list-style-type: none"> Review PE curriculum to include disability sports SS to visit local specialist schools (Richmond Hill & Lady Zia Wernher) to observe their sporting activities (PDR) Adaptive equipment to be purchased as required (Boccia, Kurling, Blind football, golf) SEND after school sports club to continue with pupils accessing multiple sports (as above) SEND pupils to continue to attend Sportability events with other Luton Schools to inform our after school practice. 	PE Co-Ordinator SEND team (SS) SENDCO	July 2023	All pupils have access to PE and are able to excel, for example via support from an adult	
Build on emotional support offered to pupils in school.	<ul style="list-style-type: none"> Emotional Support Learning Assistants (ELSAs) to complete training. ELSA's to establish sessions A dedicated space is required for each session Dedicated time slots are allocated and protected 	SENDCO Mental Health Lead & ELSA (LS) ELSA (CB)	November 2022 January 2023 December 2022	Assessment will be carried out and pupil's emotions will be scaled and targets set. Pupils' mental health will have increased	

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
	<ul style="list-style-type: none"> • ELSAs to attend supervision sessions (2 hours a time) supported by an ED Psych. 		On-going		

Access to the Physical Environment - Action plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
To be aware of the access needs of disabled children, staff, governors and parents/carers	<ul style="list-style-type: none"> • Ensure the school staff and governors are aware of access issues (access to and access from) to and from the school site • Create access plans for individual disabled children as part of the SEND process • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Ensure all pupils/staff with physical disabilities can be safely evacuated from the school building in event of an emergency (ensure all staff are aware of their responsibilities) • Widgit online resources around school to aid children's understanding and visual recognition. 	All staff	On-going	The environment is adapted to the needs of pupils using wheelchairs	

Maintain safe access around the exterior of the school	<ul style="list-style-type: none"> Ensure that pathways are kept clear of vegetation (outside) 	Site Team Operations Manager Head teacher	Ongoing	All pupils and parents/carers can move around the school exterior safely	
All classrooms are accessible to all learners	<ul style="list-style-type: none"> Classrooms are organised and resourced to promote participation and independence where possible Ensure classrooms are uncluttered and tidy 	Class teachers SENDCO	Ongoing	Classrooms provide optimum access for pupils where possible, e.g. appropriate height tables, writing slopes, special chairs, hoist etc	
Develop a disabled access toilet suitable for younger children (EYFS, KS & LKS2)	<ul style="list-style-type: none"> Adaptable toilet frame to be installed in EYFS. 	Site staff Head teacher EYFS lead SENDCO	By January 31 st 2023	Pupil in EYFS will be able to access toileting whilst in school.	

Access to Information – action plan

Target	Strategies	Person responsible	Timescale	Outcomes / Success Criteria	Complete
Make information available to pupils and parents in alternative formats when required	Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> Large print Braille Pictorial or symbolic representations (widget online resources) Text colour and background colours (not white) Dyslexic Friendly typefaces (comic Sans) 	SENDCO Safeguarding Team Teachers/TAs Office Staff	On going	All pupils and parents have access to information and learning resources	

	<p>Develop a child friendly area on website where pupils are able to access safeguarding and wellbeing information and learning materials.</p> <p>Offer alternative formats to parents (Google translate options)</p> <ul style="list-style-type: none"> • Monthly newsletter emailed to parents/carers • Key content published on school website 				
Communication with Parents	<ul style="list-style-type: none"> • Ensure parents have access to our SEND provision (SEND policy and Information report) and Local offer link on the school website • Ensure parents can meet and contact the SENCO. 	SENCO	On going	Parent/Carer school communicate is strong	
Pupil Voice	<ul style="list-style-type: none"> • Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed. • School council to be established and regular meetings diarised. 	PSHE Leader Head teacher SENCO	On going	Pupil voice is heard and acted upon.	