


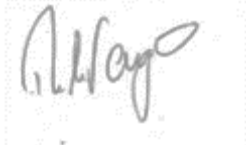


# Lumen Learning Trust

Learning together for a brighter future



## Riverbridge Primary School Accessibility Plan

<b>DATE APPROVED BY LUMEN LEARNING TRUST</b>	20 <sup>th</sup> October 2021		
<b>REVIEW DATE</b>	20 <sup>th</sup> October 2024		
<b>SIGNED EXECUTIVE PRINCIPAL</b>	Mary Ellen McCarthy 	<b>DATE</b>	20 <sup>th</sup> October 2021
<b>SIGNED CHAIR OF DIRECTORS</b>	Ray Vango 	<b>DATE</b>	20 <sup>th</sup> October 2021

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

## Accessibility Plan

### 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.

At Riverbridge 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.

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 including the DfE and LEA.

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, parents, 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 disabled pupil faces in comparison with non-disabled pupils. 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.

## 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>A personalized and differentiated curriculum is in place for all pupils.</p> <p>Equipment and resources are tailored to meet the needs of pupils who require support to access the curriculum.</p> <p>Some curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. This is monitored by the inclusion lead.</p> <p>Termly targets are set for children identified with SEND needs and these are recorded on provision maps.</p> <p>Risk assessments and care plans are in place to ensure consistent approaches and accessibility to all aspects of school life, including trips and visits.</p> <p>A range of outside agencies support with guidance around specific resources to support individuals.</p>	<p>To further broaden the representation of children with a disability in the curriculum.</p> <p>To further enhance and embed good autism practice across the school.</p>	<p>Audit representation through texts and resources.</p> <p>Develop action plan using the AET standards framework LK and SR to attend ASD lead training.</p>	<p>JR</p> <p>LK/SR</p>	<p>July 23</p> <p>July 22</p>	<p>Raised profile of children with a disability evident across the school. ASD lead training completed and targets met on AET audit. Provision for pupils with ASD is good.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to meet the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps – to most classrooms</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Sound clouds</li> </ul>	<p>To extend access to children with disabilities to all classrooms</p>	<p>Budget to be reviewed. Investigate ramped access for classrooms.</p>	<p>JR/CQ</p>	<p>July 23</p>	<p>All classrooms to have ramped access.</p>

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	<p>Equipment and resources are tailored to meet the needs of pupils who require support to access the learning environment</p> <p>Risk assessments are in place to ensure safe access to the classrooms and the playground.</p> <p>A range of outside agencies support with guidance on adaptations to the learning environments to best support particular children.</p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>A range of communication methods are used to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Sound clouds – where necessary</li> <li>• Makaton signing where appropriate</li> <li>• SEND specific laptops</li> <li>• Use of speech to text</li> <li>• Radio aids</li> </ul> <p>A range of outside agencies support with targeted provision.</p>	<p>To further develop the use of assistive technology to support access to learning.</p>	<p>Investigate software to support access to learning and intervention activities.</p> <p>Liaise with Eduthing regarding licenses and compatibility of programs.</p>	<p>JR/AB</p>	<p>July 23</p>	<p>A range of software in place to support access to the learning.</p> <p>Accelerated progress made with writing for individuals using laptops/ speech to text as a means of recording.</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by LLT Directors.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policies
- Emergency Plan
- Supporting pupils with medical conditions Policy
- School Development Plan