Rokeby Park Primary School

2025 – 2028

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1. AIMS AND OBJECTIVES

1.1 Rokeby Park Primary School focuses on the well-being and success for all and where all members of our community are of equal worth. Our Accessibility Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race.

1.2 Rokeby Park Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Furthermore, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion

1.3 The key aims of this plan are to:

- Identify any accessibility issues
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environments within our schools to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children.

2. STATUTORY RESPONSIBILITIES

2.1. The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governors to ensure that all schools are socially and academically inclusive and remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

2.2. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

2.3. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and

substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

2.4. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD),or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-today activities that should be considered.

2.5. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

2.6. A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

2.7. Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

3.ROLE OF THE GOVERNORS

3.1 This Accessibility Plan sets out the proposals of the Governors to increase access to education for disabled pupils in the three areas required under the Equality Act 2010.
The three key duties are to:

- To increase the extent to which disabled pupils can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled stakeholders are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

• To improve the delivery of information to disabled stakeholders, using formats which give better access to information.

3.2. The responsibility for the Accessibility Plan lies with the Governors and Headteacher.

3.3. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. The Action Plan sets out the school will address the priorities in the plan.

4.HEALTH AND SAFETY

4.1 The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

4.2. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

5. CONCLUSION

5.1 Rokeby Park Primary School is dedicated to enhancing accessibility for all pupils with special educational needs. This plan will be reviewed and updated regularly to ensure we meet the needs of our diverse school community while remaining fully compliant with current legislation.

Appendix A Rokeby Park Primary School Accessibility Plan 2025 – 2028

Key area	Target	Strategy	Timescale
Develop actions aimed at increasing opportunities for disabled pupils to fully engage with and participate in the school's curriculum.	-Ensure that pupils with disabilities have full access to a broad and balanced curriculum encompassing all National Curriculum subjects. Ensure that staff consistently plan lessons to meet individual needs effectively.	-Strategic overview by leaders to ensure disabled pupils are exposed to the full range of subjects at an accessible level. -Provide adequate staff training so that they are confident in adapting the curriculum.	Ongoing
Enhance the physical environment of the school to ensure that pupils and disabled stakeholders can fully access and benefit from the education, facilities, and services provided.	- To ensure that disabled pupils are involved in the writing of graduated responses, so they have the opportunity to share any physical barriers they may experience. - Emergency evacuation procedures for disabled pupils and staff are in place	-Staff make reasonable adjustments to overcome physical barriers when possible -SLT review termly the emergency evacuation procedures for disabled pupils and staff	Termly / Ongoing Termly
To improve the delivery of information to disabled stakeholders, using formats which give better access to information.	- To improve access of information to parents and carers - Ensure all staff are aware of the guidance for accessible formats	-Refine organisation of information on the school website -Further develop the use of social media/ school app - A wider range of formats including the use of digital technology is available for disabled pupils For example: • Large Print • Braille • Audio Versions • Easy-Read Documents • Digital Formats • Subtitled or Captioned Videos • Sign Language Interpretation • Contrast-Enhanced Materials	Ongoing