



ROBERT MELLORS PRIMARY ACADEMY

Accessibility Plan

Approving Body	Full Governing Body
Date Approved	January 2023
Review Date	January 2026
Legislation	The Equality Act 2010
Further Information/Guidance	The 0-25 Special Educational Needs and Disability Code of Practice (2015)

As a statutory requirement this document outlines the work we are doing to improve access for disabled people at RMPA. We have adopted this accessibility plan in line with the special educational needs policy with the aim of ensuring that our academy is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy, outlines the provision for supporting pupils with special educational needs and disabilities (SEND), and the academy's publication of equality information and objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the academy and access to information particular to students with SEND. This accessibility plan below provides an outline of how the academy will manage this part of the SEND provision. Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Area Board members are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Access Plan is supported by our Disability Action Plan. Both plans support Equality objectives, to promote access for disabled and deaf people as pupils, parents/carers, staff, visitors and volunteers. This plan will be reviewed and updated alongside the Disability Action Plan.

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) 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. Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards all people involved in the Academy, with disabilities, under Part 4 of the DDA:

- Not to treat anyone with a disability less favorably for a reason related to their disability
- To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals to increase access to the facilities and resources of the Academy for pupils and adults with disability, in line with the three areas required in the DDA:

- Increasing the extent to which disabled pupils can participate in the curriculum of the Academy
- Improving the environment of the Academy to increase the extent to which pupils and adults, with disability, can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy community for students and prospective students with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout the academy and an awareness of the needs of students with a disability.

The academy will have consideration in planning facilities for:

- Wheelchair access
- Facilities for the visually impaired and/or hearing impaired

Needs of pupils

The academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future project improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve access to the physical environment of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

It is a requirement that the Academy’s accessibility plan is resourced, implemented, reviewed and revised as necessary. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The progress of the plan will be reviewed.

At RMPA we aim to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. Our ‘Make a Difference Values’ of ‘Respect, Compassion, Resilience, Teamwork, and Focus’ are underpinned by equality and inclusion. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010.

Action Plan

Aim	Strategies	Success Criteria	Responsibility	Timescale
Increase access to the curriculum for children with a disability	Adjustments made to resources for children who require support	Resources are adapted as needed, children can access the curriculum and make progress	All Staff	Daily
	Curriculum resources include examples of people with disabilities	Resourcing is evident and includes examples of people with disabilities	Class Teachers	
	The curriculum is reviewed to ensure it meets the needs of all children	Resources are adapted as needed, children can access the curriculum and make progress	Subject leaders	Annually
	Ensure children with disabilities are able to access lunchtime and after school clubs equally	Disabled children are able to participate equally in extra curricular activities	PE Lead, SENDCo, Class Teachers	Termly

	Ensure transition handovers include clear identification of accessibility needs to that adaptations can be made	Disabled children settle into new classes with adaptations made to provision as agreed	Class Teachers	Annually
	Ensure classrooms are not overstimulating and are autism friendly.	Neutral backing is used in most of the classroom and the environment is uncluttered	Class Teachers	Ongoing
Improve the delivery of information to children with a disability	Signs and signage use of visuals	Signs are clear and have visuals to support.	SENDCo	Ongoing checks and reviews
	Seating plans take account of and support accessibility of information for children	Seating plans are adapted to meet children's needs.	Class Teachers	Ongoing as needed
	Continue work with SFSS to ensure correct equipment and resources for those visually and hearing impaired are used	All hearing and visually impaired children have appropriate support and resources in place	SENDCo All Staff	Ongoing as needed
	Offer alternative forms of communication where needed for parents eg for newsletters	All parents can access information in an accessible format	SENDCo/ Headteacher	Ongoing as needed
Improve and maintain access to the physical environment	The environment is adapted to meet the needs of the children	Handrails are in place where needed. Entrances are accessible for wheelchair uses. Ramps are in place where appropriate.	SENDCo/ Headteacher	Ongoing as needed
	The school has wheelchair accessible	Accessible toilets are maintained and can be accessed easily	Site Manager	Ongoing

	toilets that are maintained			
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Links with other policies:

- SEND Policy
- SEN Information Report
- Equality Act Statement
- Health and Safety Policy