

## 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.

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.

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.

## 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

### **Physical Access to the building**

The school has a disabled parking space, a ramp to the main entrance/access points used by parents and the majority of classrooms. Some emergency exits are double opening doors to allow easy exit from school in most places used by visitors. There are however a number of smaller door frames and some doors have a step up/down or are not accessible. Unfortunately the building framework does not enable adjustments to this internally and this limits evacuation for a person within a wheelchair.

### **Main access gate**

There is a clearly marked disabled parking space close to the main entrance gate and maple parking externally. The school signposts wheelchair users to contact the school for access support prior to arrival.

### **Within the Building**

Within the building, there is free access to the majority of areas, with sufficient space for a wheelchair user or other disabled person to manoeuvre to the perimeter in the majority of areas. The classrooms do limit this due to their size and construction, but best endeavours are made.

Because of the size of the classrooms and the furniture required in classrooms, there is not sufficient space for a disabled member of staff or pupil to move freely between tables. If the Governing Body were to appoint a disabled person to the staff, classrooms would limit movement to enable effective teaching due to their shape and size.

If a disabled child (wheelchair-bound or other mobility aid user) were to be admitted to the school, the Governing Body would need to ensure that there was sufficient specialised furniture and/or equipment to meet that individual's needs. There would have to be significant thought about the safety of the pupil and the movement around the classroom and school, given the building limitations. Any child in this situation would be likely to have an Education Health Care Plan and subsequent advisors from external agencies such as Health, Occupational Therapy etc. to support inclusion. We would recommend any parent to visit to understand the building limitations and to enable appropriate planning for inclusion to take place.

### **Toilet facilities**

There is a designated disabled toilet in the building, fully fitted with support bars and alarm cords. There is adequate room to allow a wheelchair to be manoeuvred in and out without assistance in each area however the corridor here is narrow.

### **Staff Room facilities**

Staff room facilities are generally within reach of an adult wheelchair user and furniture can be easily moved in order to provide space for a wheelchair user to be included in the group. Longer term adjustments would be required and consideration to manoeuvrability.

### **Access to the curriculum**

(See Policies for Special Educational Needs, and Teaching and Learning)  
Rucstall Primary School is an inclusive mainstream education provider. We have a firm commitment throughout the school to supporting children to the best of our abilities and we are committed to true inclusion within provision. For the majority of our children this is provided within a variety of grouping strategies which allow for parity of teacher focus time. However, from time-to-time, extra provision is made for individuals with short or long-term needs. This provision is provided within Education Health Care Plans.

# Rucstall Primary School Accessibility Plan



If a child has a short-term injury or impairment, then a plan is developed and support provided.

## Visual impairment

Any child with visual impairment will have full needs analysis carried out in conjunction with special advisers and/or in consultation with parents. Facilities exist within school to enlarge print size as required. There is sufficient allocated space within classrooms for children to be seated near to whiteboards etc. as necessitated by the disability.

## Hearing impairment

Children with identified hearing impairment have full needs analysis carried out in consultation with the relevant specialist advisers and facilities fitted or provided to meet individual needs.

We aim at all times to meet individual needs to support inclusion and accessibility. The Governing Body and Staff of the school are totally committed to full inclusion, working with specialists in all fields and meeting individual needs as fully as possible.

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