


Rise Park Primary and Nursery School



Accessibility Plan

May 2021

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
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Date of Review	May 2023

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Rise Park Primary and Nursery School Accessibility Plan

Legislation

Under the Equality Act 2010 schools should have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). 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:

- 'He/she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

Under the Special Education Needs 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.

Purpose of the Plan

The purpose of this plan is to:

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided.

- Improve the availability of accessible information to disabled pupils/parents.
- Increase the extent to which disabled pupils can participate in the curriculum.

At Rise Park Primary and Nursery 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, progresses 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 that there are no 'invisible' children here, recognising everyone's uniqueness, personal skills and successes. 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.

School Aims

At Rise Park Primary and Nursery School we strive to:

- Achieve the best outcomes of every child regardless of their individual starting points and ensure that children feel a sense of achievement in all that they do.
- Deliver a broad, creative and engaging curriculum to all.
- Empower children to be resilient and independent learners.
- Encourage all pupils to develop self-discipline and high standards of work and behaviour. This includes working towards our ethos of being a 'True Rise Parker' by encouraging children to act and behave responsibly and considerately towards others.
- Celebrate social and cultural diversity through our curriculum drivers so that everyone feels valued and respected.
- Increase the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

- Enhance the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

We aim to achieve this by providing:

- A happy, safe and nurturing environment with caring and supportive staff who strive to see children fulfil their potential.
- High quality and engaging teaching to all pupils.
- A range of enrichment activities including school trips, in school visitors and after school clubs.
- Effective nurture support which is a strength of this school to enable children to talk about their feeling and emotions in a safe space.
- Four key curriculum drivers; 'Knowledge of the World', 'Diversity', 'Emotional Awareness' and 'Possibilities and Enquiry' which drive our teaching and learning throughout school.
- Positive, open and caring relationships between pupils, staff, parents, carer, governors and the wider community.
- Committed and energetic staff who ensure that all children receive the best education possible.
- Open communication at all stages when additional support is needed by pupils or parents.

The team at Rise Park Primary and Nursery School aims to treat all stakeholders, including pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to

work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Contextual Information

The current range of disabilities within Rise Park Primary and Nursery School includes children with a limited range of disabilities which include Autistic Spectrum Disorder, diabetes, sickle cell and significant medical needs. When children enter school with specific disabilities, the school contacts the Local Authority (LA) professionals for assessments, support and guidance for the school and parents.

Two designated disabled parking spaces are available close to the school's main entrance. All steps are marked with visibility edging for visually impaired with pupils and all doors are in a markedly contrasting colour to their surrounds. Two disabled toilet facilities are available and school uses specialist facilities to meet toileting needs as and when required.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in first aid areas and the main office.

All medical information is collated and available to staff, in the staffroom first aid area and the school office. We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

All prescribed medication is kept in the fridge in the school office which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Appendix 1 - Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date for actions to be completed by
Corridor access	All corridors are kept clear and accessible for staff, children and other visitors.	None.	Inclusion Lead	6.5.21
Entrances and exits	The main entrance and exit to school are flat. Years 2-6 have ramps at the classroom entrances. Entrances from F1 to year 1 are flat. The external gates are locked and only accessible through a tannoy system which is monitored from the school office.	None.	Inclusion Lead	6.5.21
Ramps	Rooms that are not at floor level have ramps so they are accessible. Years 2-6 and one F2 class have ramps. There is a ramp which connects Ks1 and Ks2 alongside 3 steps.	None	Inclusion Lead	6.5.21
Toilets	F1 and F2 toilets and smaller and brightly lit to meet the needs of the younger children. There is a disabled toilet in Ks1 and Ks2. All other toilets	Monitor the Ks1 disabled toilet as it is also used for storage.	Inclusion Lead	Ongoing

	are suitable for the needs of the children.			
Reception area	Easily accessible with a ramp or steps. Spacious inside with automatic doors.	None	Inclusion Lead	6.5.21
Internal signage	Fire exits are clearly labelled and doors have signage to show how to unlock them in case of an emergency.	None	Inclusion Lead	6.5.21
Emergency escape routes	All emergency escape routes are clearly labelled and clear. Fire doors automatically close and signs light up. All staff and children know where to meet in the event of a fire and this is communicated with visitors on entry to the building as needed.	None	Inclusion Lead Office staff	6.5.21