

Romanby Primary School

Accessibility Plan

Statement of intent

This plan outlines how Romanby Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – this will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – this will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – this will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Ref	Area	Action to be taken	Timescales	Resources	Responsibility	Monitoring and Evaluation
1	Adapting the curriculum	Training for new staff on planning for adaptations, support plans etc	Short term ASAP after appointment	Staff time, supply	HT	GB
3	Training to teach and support disabled pupils	Provide training for teachers and support staff on disability awareness and inclusive teaching practices, use of assistive technologies and resources for children with specific needs, e.g. dyslexia-friendly fonts.	Short term Termly Support from SEN Hub	Staff time, supply	HT	GB
4	Classroom optimally organised for disabled pupils	Room size limitations, consider reorganisation to suit disabled pupils.	Medium Term Annually in September	Staff time	Class teachers	HT
5	Specialist equipment and IT	Seek to provide modifications and specialist equipment where needed e.g. ramps/frames. Provide tablets and other IT adjustments for pupils with SEND	Short Term Ongoing as needed	Staff time, supply	HT	GB
7	To recognise pupil diversity through lesson delivery and techniques.	Lessons show awareness of diversity through adaptations, groupings etc. Promote awareness and understanding of disabilities through assemblies and classroom activities.	Medium Term Termly Planning Cycle	Monitoring time	All staff	HT, Subject leaders
8	School visits take into account pupils with SEND	The needs of pupils with SEND are incorporated into the planning process	Medium Term Termly Planning Cycle	Staff time	All staff	HT, Senco

Planning duty 2: Physical environment

Ref	Area	Action to be taken	Timescales	Resources	Responsibility	Monitoring and Evaluation
1	Approach to School	Dialogue ongoing with highways and police concerning congestion around school.	Medium Term Ongoing	Staff time	All staff	Full GB, HT
2	Car Parking	Explore potential for car park resurfacing and bay for disabled visitors	Long Term Summer 2026	HT time	Admin to obtain quotes	Full GB, HT
3	Corridors	Remove storage from corridors	Short Term Ongoing	Staff time	All staff	Full GB, HT
4	Walls/woodwork	Improve tonal contrast at next redecoration cycle	Long Term Planned decoration cycle	Cost of decoration	Admin to obtain quotes	Full GB, HT
5	Doors	Ensure all doors are maintained and easy to use, including removal of all signs from vision panels	Short Term Ongoing	Staff time	All staff	HT
6	Reception/Offices	Ensure space for wheelchair users	Short Term Ongoing	Staff time	Admin staff	HT
7	WCs General Accessible WCs	Provide suitable tonal contrast at next redecoration cycle Ensure space kept free of general storage	Long Term Planned decoration cycle Ongoing	Cost of decoration Staff time	Admin to obtain quotes All staff	Full GB, HT

9	Kitchens	Ensure adequate circulation space at dining and servery areas for disabled students/staff/visitors	Short Term Depending on individual need	GB, HT time	Teaching staff	Full GB, HT
10	Means of Escape	Review means of escape strategies to include disabled students/staff and visitors	Short Term Depending on individual need	Staff time	All staff	Full GB, HT
11	Signs and Information	Adoption of good print guidelines for signs. Implement over time	Medium Term January 2026	Staff time	All staff	Full GB, HT

Planning duty 3: Information

Ref	Area	Action to be taken	Timescales	Resources	Responsibility	Monitoring and Evaluation
1	Alternative formats	<p>Audit of information and delivery procedures.</p> <p>The school to make itself aware of the services available through the LA for converting written information onto alternative formats.</p> <p>Ensure that communication with parents and carers is inclusive, using multiple channels to reach everyone effectively.</p> <p>https://www.gov.uk/government/publications/inclusive-communication/accessible-communication-formats</p>	Medium Term September 2025	Admin time	Office Staff	HT
3	Good print guidelines	<p>School to adopt good print guidelines e.g.</p> <p>https://www.sensorytrust.org.uk/resources/guidance/designing-with-clear-and-large-print</p>	Medium Term September 2025	Admin time	Office Staff	HT

4	Website	School to review Website to ensure accessibility.	Short Term June 2025	Staff time	HT	HT, GB
6	Set up system for getting alternative formats.	Develop a system to ensure all communications with parents are accessible, including translated materials for non-English speaking families.	Medium Term September 2025	Admin time	Office Staff	HT, GB

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is March 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.