

## Accessibility Strategy

There is a requirement under the Equality Act 2010 for schools to have an accessibility strategy. It states that the strategy should: -

- (a) increase the extent to which disabled pupils can participate in the schools' curriculums;
- (b) improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- (c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The definition of disabled can be found in the Equality Act 2010.

This Accessibility Plan covers the period from November 2022 to November 2025.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Rainford Brook Lodge Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - 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.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - 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 various preferred formats within a reasonable time frame.
3. Attached is the Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Action Plan for physical accessibility relates closely to the Health and Safety Checklist of the School, undertaken regularly by the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
7. The School's complaints procedure covers the Accessibility Plan.
8. The Plan will be monitored through the Site Committee of the Governing Body.
9. The plan will be distributed to Parents via the School Website: ([www.rainfordbrooklodge.st-helens.sch.uk](http://www.rainfordbrooklodge.st-helens.sch.uk)).
10. The Plan will be monitored by Ofsted as part of their inspection regime.

## Accessibility Plan November 2022 - November 2025

Rainford Brook Lodge Primary School

IMPROVING CURRICULUM ACCESS				
Target	Strategy	Outcome	Timeframe	Achievement
Classrooms are optimally organised to promote the participation and independence of all pupils including those with SEMH / dyslexia / ASD	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Consistent approach to displays with SEN in mind / use of background colours on IWB with dyslexia in mind; 'Now and Next' boards non-negotiable in all classrooms SLT to work through 'non-negotiables after looking at 'Quality Inclusive First Teaching Doc from Wigan Council	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Agreed timetables in all key stages	Ongoing and reviewed half termly	Full access to the National Curriculum
Improved access for all children but particularly less able to improve safe travel around school	Sort existing resources and declutter. Sort shelves and store rooms to optimise their use. Purchase any required storage furniture to help with this Dates set aside for tidying at end of year	All areas around school comply with Health and Safety regulations and trip hazards are avoided.	Ongoing	Access improved for all but particularly for those with mobility issues

Areas for children with SEND to access to help to regulate emotions	Work with SENDCO/Class teacher, the child and other relevant agencies where necessary to accommodate areas to calm and regulate emotions  Areas for children with needs re regulation to be readied prior to the move of classrooms	Children to have a known, safe space to regulate emotions	At least annually but updated in line with any changes from SEND reviews or advice from outside agencies	Children better able to regulate their emotions and therefore spend more time able to access the curriculum
<b>IMPROVING PHYSICAL ACCESS</b>				
Ensure paths around school are accessible to wheelchair and visually impaired using a cane	General maintenance of paths around school to ensure no slippages from leaves Ensure floor is level and free from uneven surfaces due to roots Ensure no overhanging branches	Improved access and increased safety for visually impaired and wheelchair access	Ongoing – use of leaf blower in Autumn Monitor uneven root growth/overhanging branches where this affects access – termly monitoring	Improved access and safety for children and adults when accessing the school grounds and especially on areas for ingress/egress and play
Ensure children/adults have access to car park at drop off pick up times	Only one official disabled space so continue to communicate with the parents who use it to ensure they are all aware of who has access to it	Parking agreed and adequate space for staff/children with disabilities to access school site safely and with due regard to any disability/health needs	Ongoing communication with parents, especially at the beginning of the year to identify any possible needs	Children (or parents of children) with disabilities or debilitating injuries to have safe access to school
<b>IMPROVING COMMUNICATION OF INFORMATION</b>				
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written	The school will be able to provide written information in different formats when	As and when required	Delivery of information to disabled pupils improved

	information into alternative formats where necessary	required for individual purposes		
Improve the flexibility and efficiency of communication to parents (and wider community) and ease of use of mobile/tablet to access both the app and website	<b>Make change from ParentApps to School Spider to continue</b> instant messaging as well as the ability for parents to inform school of absence/medical appointments and consents <b>but at a reduced cost and improves ease of use for office staff</b>	Parents and (due to the nature of the App) wider family members to have greater awareness of school news/events etc	Renew annually	Delivery of information to wider community and possibility for parents unable to access school to message re consents and/or absences
All parents able to pay fees online with no need to access school building. Ensure fees are communicated, including cumulative fees such as raising money for school events/charitable donations	Continue to use ParentPay as a way of paying monies online. Communicate monies raised digitally	All parents, regardless of disability or issues with access, can pay for things at school online.	Continue to use ParentPay. Inform parents of trip donations for the class; monies raised for charities or PTA funds to improve awareness of costs	Parents unable to access school to pay for school trips/dinners etc online Increased awareness of costs and monies raised