



The Russell School Accessibility Plan

Policy Author	Inclusion Lead
Policy Status	Statutory
Review Cycle	3-Yearly
Date written/last review	September 2023
Date of next review	September 2026

The Russell Accessibility Plan 2023- 2026

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

The Russell 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. Our school is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

Legal Background

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- o Inclusion Policy
- o Relationships Policy
- o School Development plan
- o The School's Complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how The Russell School will address the priorities identified in the plan. The plan is valid for three years 2023-2026. It is reviewed annually

Strand 1. Improving Access to the Physical Environment

Item	Action	Person Responsible	Timescales	Success Criteria
Lift	Ensure lift is in good working order	Martin O'Hara	Weekly check	All children can access a wide range of teaching and learning opportunities
Changing area for particular child in reception	Ensure Reception area provides hygienic area for intimate care	EYFS staff	Ongoing	Children are comfortable and ready to learn
Working with sensory impairment services- to provide access to the environment for HI child	Audit of confidence following up with CPD as needed	Inclusion team	Spring 2023	Staff are trained to support the learning needs of children with HI

Strand 2. Improving Access to the Curriculum

Item	Action	Person Responsible	Timescales	Success Criteria
Widgit	Staff CPD	Inclusion team	Autumn 2 2023	Reading is not a barrier for accessing learning opportunities
Executive functioning needs	Staff CPD	Inclusion team	Autumn 2 2023	Children can complete tasks set in manageable chunks
ASD /ADHD training	Audit – if staff training required	Inclusion team	Autumn 2 2023	Teaching and learning meets needs of children with ASD / ADHD
Monitoring SEND pupil access to extra curricular activities	Analysis of club registers	SLT	Autumn 2 2023	All children can access wider curriculum opportunities
Links with Strathmore	Staff liaison	Inclusion team	Autumn 2 2023	Specialist support enriches teaching and learning

Strand 3. Improving Access to Information

Current Good Practice					
Mental health parents drop-ins					
Item	Priority	Action	Person Responsible	Timescales	Outcome
Ensure all new staff are able to help those parents who cannot access written information		Inco team to support admin team to engage with parents using technology to support	SLT	Ongoing	Families are engaged and included in school life

Well-being information readily available to all families		Families to be signposted to other agencies / support available	SLT	Ongoing	Families are aware of local support
Drop in events planned to support families		Inclusive school-based events planned to meet the needs of families with additional needs	SLT	Ongoing	Families are engaged and included in school life

Monitoring arrangements

This document will be formally reviewed or re-written every three years, as is our statutory responsibility, but is likely to be reviewed and updated more frequently to ensure excellent inclusive provision. It will be reviewed by Headteacher, Deputy Headteacher, Chair of Governors and Inclusion Lead