

River View Primary School Accessibility Plan



Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how River View Primary School intends, over time, to increase the accessibility of our school for disabled pupils. River View Primary 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

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing 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;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum Policy
- Equality Policies
- Single Equality Policy
- Staff Development Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan

The Schools 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.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

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 River View Primary School will address the priorities identified in the plan. It is reviewed annually.



Approved by:

Mrs C Batty

Date: 18/09/2025

Next review date: September 2026

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils	River View Primary offers a differentiated curriculum for	Training for staff including medical	Audit of CPD needed.	Deputy Head SENCo	Dec 2018	List of areas staff feel they would like training for.

with disability	a	children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Use of ICT equipment	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.			Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.
		Gross Motor Intervention being run by the Sports coaches	To offer gross motor interventions for specific children to help them to access the PE curriculum.	Training course for sports coach to attend (2018) in order to create and establish a gross motor group.	SENCo Sport Coach	June 2018	Established a Gross Motor group with assessment which identifies and show progression.
		Resource base on site at River View	To integrate resource base children into mainstream activities more.	Run appropriate clubs for children to attend including lunchtime clubs e.g.	SENCo TA	March 2018	50% of resource base children attending a club regularly either at lunchtime or afterschool
Improve and maintain access to the physical environment		Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SENCo	Sept 2018	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
		Currently within EYFS there is easy wheelchair access, the gates leading to EYFS are extra wide.	To improve the access into the EYFS for all.	School plans to improve access to designated EYFS over successive financial years.	SLT Governors	On going	Improved access to EYFS for people in wheelchairs.
		Yellow lines can be included where necessary in playground to guide children	To improve the visibility of yellow lines	Paint yellow lines on playground to help with visibility where needed	Site officer	On-going	Yellow lines visible

Improve the delivery of written information to pupils	Staff are aware of Widgit symbols and have received training on using Communication in Print.	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use Widgit symbols to label trays. Use visual timetables and calendars.	SENCo Class Teacher SLT	Sept 2018	Classroom environment to have resources in place.
	Signs in and around school	To improve signage around school including visual clues to aid visually impaired and EAL.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	SLT SENCo Site officer	Sept 2018	Signs to be used around school to identity the use of individual rooms.
	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front office	Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e'g' child trust We have a TV welcoming parents and visitors. Have school prospectus available in different languages.	SENCo Lead Practitioners	Sept 2018	Pamphlets on display Prospectus translated.

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
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Number of storeys	School has 1 Storey, 1 Lift. Wheelchair ramp at main entrance, ramp from car park, disabled parking spaces, ramp to MUGA and playing fields.	Lift already in School, LOLER inspected every 6 months, Lift manufactures inspected every 3 months	Site manager	n/a
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	n/a
Signage	No signage in school.	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment and wheelchair users.	SENCo Site Officer	Sept 2018
Fire alarms	Currently auditory alarm in place	Visual fire alarms are installed	Site manager	n/a
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Doors are accessible for all.	Site manager	n/a
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager	On going