Riverside Primary School

Accessibility Policy

September 2026

Reviewed without Change

RIVERSIDE PRIMARY SCHOOL

ACCESSIBILITY POLICY 2026

Accessibility Plan for Riverside Primary

Aims of the plan

The purpose of this plan is to show how our school intends, over time, to continue to increase accessibility to the curriculum, the physical environment and written information, so that all pupils with or without a disability can take full advantage of their education and associated opportunities in the school community.

We define our disabled pupils as:

- Those with physical disabilities, including ambulatory, dexterity, visual and auditory difficulties as well as hidden disabilities such as diabetes and other chronic conditions.

- Those with learning, emotional, social, behavioural, communicational, interactional and mental conditions as well as hidden disabilities such as dyslexia and autism.

Objectives of the plan

- To ensure all disabled pupils are fully involved in school life and are making good progress.

- To identify barriers to participation and find practical solutions to overcoming these.

- To work with disabled pupils and their parents or carers to create appropriate provision, including education health and care plans where relevant.

- To increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled pupils/students.

- To meet the requirements of the Equality Act 2010 and the SEND code of practice 2015, in respect of disabled pupils/students.

- To reduce or eliminate where possible the barriers to adults with a disability, be they staff, parents, carers, governors or other users, to ensure their full potential in the life of the school and enable full use of the facilities available.

- To monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- To provide appropriate support and provision for employees with disabilities to ensure they can carry out their work without barriers.

- To undertake reasonable adjustments to enable staff to access the workplace.

The Equality Act 2010

Compliance with the Equality Act is consistent with our school aims and equal opportunities policy as well as our SEND policy.

The governing board has full regard to the Equality Act 2010 when carrying out their duties and responsibilities.

All those who work in the school as employees or volunteers recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in admissions, suspensions or exclusions, or in the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Key staff and governors

- The member of the leadership team with oversight of special educational needs and disabilities is Mrs Angela Yilmaz, Head Teacher.
- The lead member of staff is the SEND co-ordinator Mrs Laura Hall who is responsible for
    - The special needs register.
    - The welfare of all SEN and disabled pupils/students.
    - Appropriate training for staff.
    - Ensuring that the accessibility plan is implemented.
    - Monitoring its effectiveness in meeting disabled students' needs.
- All teaching and support staff involved in the teaching and learning of SEND pupils receive regular specialist training as part of our CPD programme.
- A named governor Miss Samantha Berry is responsible for ensuring that the governing board has a termly update on SEND pupils at a full board meeting and an annual report on the improvements achieved for disabled pupils under the accessibility plan.

Our plan is based on the three main tenets of DfE statutory advice.

Increased access to the curriculum

Ideally, all areas of the curriculum should be available to all pupils, regardless of their disability. We make every effort to educate students with disabilities alongside their peers in a mainstream classroom setting. Where this is not possible the SEND co-ordinator consults with the student and their parents about proposed flexible alternative arrangements.

The school curriculum is regularly reviewed to ensure it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom through activities such as after school clubs, leisure and cultural activities and school visits.

Areas which remain a priority of the school include:

- Early identification of the needs of disabled pupils and staff awareness of these.
- Regular training of staff on aspects of SEN and disability in the school and developing appropriate teaching and learning strategies.
- Raising awareness for all pupils about the range of disabilities in the school.
- Embedded mechanisms to listen to views of SEND pupil and their parents and carers and consider them in all aspects of school life.
- Specific specialist intervention where needed for all SEND pupils.
- Specialist advice from other professionals.
- Special access arrangements for internal and external exams.
- Access to digital and audio-visual material and equipment.

Improved access to the physical environment of the school

The school carries out an accessibility audit every three years in advance of reviewing this policy. The audit is carried out by the School Business Manager, in conjunction with other key staff. The SBM provides a termly update to governors.

Teachers are given advice on how to move and arrange furniture and how to manage lighting, noise and visual stimulus, etc. We also give attention to how pupils/students' needs can be met on school journeys and visits.

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Area	**Comments**
Entrance and main reception	There are disabled car parking spaces in the front car park. The reception is all on one level. The door is operated using an intercom system. A member of staff oversees the main door and is at hand to assist anyone needing help to enter the building.
Main building	The building is all on one level, with slight gradients/ramps along the corridor. There are 4 disabled toilets in the main part of the school building. Classroom entrances are flat and have low handles.
Outdoor playground and field	The outdoor area is accessible from all classrooms. There are no steps to access the outdoor area. The playground and field are all on one level, with some slight gradients around the edges of the grass. There are seating areas around the playground where children can rest/play quietly.

Areas which remain a priority of the school include:

- Disabled toilets.
- Additional handrails and a hoist.
- Customised furniture and equipment.
- Adjustable work station for serving food.
- Allocated parking spaces.
- Doors with low level glass panels.
- Emergency systems fitted with visual alarms
- Evacuation chairs.

Evacuation Procedures

The school's Fire Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil where necessary.

Improved delivery of information to disabled pupil/students

Teachers and Teaching Assistants consider the needs of each disabled pupil/student and provide accessible learning resources for them. The increased use of interactive whiteboards and other digital technology have diversified the ways in which all pupils received information.

Areas which remain a priority of the school include:

- Utilising symbol software to support learners with a range of difficulties.
- Raising awareness of font sizes and page layout for pupils with visual impairments.
- Readers and scribes in examinations.
- Coloured overlays for texts.
- Auditing school resources to ensure the availability of large font and audio books and utilising SLS resources to support with this.
- Auditing signage around the school. To ensure it is clear and well situated.
- Additional tactile resources.

Staff and other adult users with disabilities

The governing board recognises its responsibilities towards employees with disabilities.

Many of these improvements will also benefit disabled adults associated with the school as well disabled family members of pupils, staff and governors. They will also enable more disabled adults to have access to the school premises through wider use.

Review

The accessibility plan has the status of a policy of the governing board and must be reviewed every three years. The views of disabled students and adults will feed into the review and the accessibility audit.

Next review due: September 2028