



Working together to be the best that we can be

Russells Hall Primary School

Accessibility Plan

September 2022 – Updated September 2025

Review September 2026

Refer to the following also

SEND Policy

SEND Information Report

Behaviour Policy

School Improvement Plan



Purpose of the Accessibility Plan

At RHPS our values reflect our commitment to a school where there are high expectations of everyone.

At Russells Hall Primary School (RHPS) we strive to achieve

Excellence through success in academic, creative, physical and social activities, in a stimulating environment which encourages personal independence and mutual respect.

Learning together to be the best that we can be.

At Russells Hall we do our best to ensure that necessary provision is made for all pupils including those with SEND and those needs are made clear to all who are likely to teach him/her. The school does its best to ensure that all teachers are able to identify and provide for SEND pupils.

Teachers should take the lead role in meeting special educational needs. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (SEND CofP 2014)

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period, 3 years.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

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

Key Objective of the plan

To reduce and eliminate barriers of access to the curriculum; and to ensure full participation in the school community for pupils and prospective pupils with a disability.

RHPS 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

RHPS recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

RHPS Accessibility Plan shows how access is to be improved for pupils, staff and visitors with a disability, taking into consideration the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or specialist aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

RHPS Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. This plan, having been presented to and agreed upon by the whole staff and Governing body is distributed for the information of all teaching staff, TAs, support staff and it is displayed on the website for all to see.

Accessibility Plan – Identifying Barriers to Access

The Accessibility Plan will run on a 3 year cycle and follow the planning process outlined below. If necessary RHPS will carry out interim reviews within the 3 year cycle to ensure that the needs of new members of our school community are catered for. [This year 2025 a new plan has been reviewed and updated as it's the start of the new three cycle.](#)

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises of three sections.

1. The school environment - does it meet the needs of all pupils and/or visitors, including those with SEN and/or disability?
2. & 3. identify how school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture.

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

PHYSICAL ACCESS	SCORE	EVIDENCE/ACTION
Are your classrooms accessible for pupils with a disability?	1	All ground floor classrooms have an outside door level with the playground. Reception & 1BH have a ramp up to the classroom door. Upstairs classrooms have an evac chair at the stair well & staff trained to use them.
Does the size and layout of areas including hall, dinner hall, playground, music mobile allow access for all pupils?	1	Yes all areas are accessible for a wheelchair user.
Can pupils using wheelchairs or mobility aids move around school without experiencing barriers to access?	1	Yes. Children need reminders to hang coats and bags up in cloakrooms so that they aren't a barrier for wheelchair users.

Are pathways of travel around school site and parking arrangement safe with routes logical and well signed?	1	Yes. Disabled parking space on the car park. Front door access has a bell which alerts office staff to support opening outer door, it opens outwards.
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEND, including alarms with both visual and auditory components?	1	Yes alarms have flashing light as well as bell sound.
Could any of the signs be considered to be confusing or disorientating for disabled pupils with visual		No

impairments, autism or epilepsy?		
Are areas to which pupils should have access well lit?	1	Yes
Are steps made to reduce background noise for those with sensory needs?	1	All are carpeted.
Is furniture and equipment selected, adjusted and located appropriately?	1	Different year groups have different size tables and chairs.
Are quiet/calming rooms available to children who need this facility?	1	Yes
Are car park spaces reserved for disabled people near the main entrance?	1	Yes a space has been provided and clearly painted
Are there any barriers to easy movement around the site and main entrance?	1	No
Are steps needed to access the main entrance?	1	No
Is there a continuous handrail on each ramp and stair flight?	1	Yes
Is it possible for wheelchair users to get through main entrance unaided?	2	Door pulls outward so might be difficult for wheelchair user to open on their own. There is a bell to alert staff to open the door so they would be able to assist.
Do all internal doors allow a wheelchair user to get through?	1	Yes
Do corridors have a clear unobstructed width of 1.2m?	1	Yes

Does the school have a wheelchair accessible toilet?	1	Yes
How many floors does the school have?		Ground and first floor
If more than one floor, do the stairs have coloured edging?	1	Yes reflective strips
Is there a continuous hand rail on the stairs? How many stair wells are there in school?	1	Yes There are 3 stairwells.
Does the school have a lift that can be used by wheelchair users?	1	Yes
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	1	Yes. Ground floor classroom exits are flat or have a ramp. First floor classrooms, every stair well has an evac chair and staff trained to use it. PEEPS in place for children who require one.
ACCESS TO THE CURRICULUM		
Does school provide disability	2	Ongoing cycle of SEND training.

awareness training to enable staff to understand and recognize disability issues?		
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	1	
Is teaching and the curriculum appropriately differentiated to meet individual needs so that children and young people make good progress?	1	
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audiovisual materials, practical tasks and information technology?	1	Inclusive culture at RHPS.
Do lessons provide opportunities for all pupils to achieve and succeed?	1	

Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1	
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1	
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	
Do you provide access to appropriate technology for those with disabilities?	1	
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	
Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to secondary placements)?	1	
Are there high expectations of all pupils behaviour?	1	
Are pupils equally valued?	1	
Are School policies reviewed, updated in accordance with legislation and shared with all stake holders?	1	
INFORMATION ACCESS		
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	2	Pupils are well catered for. Parents are asked on entry if they or the child has any language needs, this is recorded on the central INTEGRIS system.

Do you ensure that all information is presented to groups in a way which is user friendly for people with disabilities eg. By reading aloud, over head projector and describing diagrams	2	Yes for pupils. Further consideration for parents needed.
Do you have facilities such as ICT to produce written information in different formats?	2	Yes signs and symbols.
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	2	Ongoing cycle of training.
Are the 'responsible body' aware of their duties and responsibilities under DDA?	1	Yes

Accessibility Plan Key Recommendations

Physical Access	Space on car park identified and reserved for disabled visitors near the main entrance. This has been completed - June 2023
Curriculum Access	Continue with disability awareness training to enable staff to understand and recognize disability issues.
Information Access	A register of parents for which written communication is not appropriate and a list of better communication forms.

1. ACCESS PLAN – PHYSICAL ACCESS

Time scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure corridors are clear and equipment is hung up, put out of the way.	Discussion with pupils about keeping areas tidy.	Pupils to put coats, bags, wellies etc on pegs and shelves off the floor.	Ongoing	All staff	Corridors are clear of obstacles. All staff are proactive at dealing with identified obstructions.
Long term	Identify parking space for disabled visitors to school.	Space identified and marked appropriately.	Disabled access parking space.	February 23 – completed June 23	Site manager	Disabled space identified and marked.
	Access to main entrance	Maintain working bell on front door & ensure office staff are aware of supporting visitors who need support to open the front door.	Office staff on hand to assist with opening the front door.	Ongoing	Office staff	The front door bell is maintained and working at all times. Disabled visitors are able to access entrance to school smoothly.

2. ACCESS PLAN – CURRICULUM ACCESS

Time scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Long term	Ensure staff access training and are able to identify children who need extra support.	Training for staff.	Staff able to identify and support child's needs.	All staff	SENCO & SLT	Staff able to successfully support child's needs at RHPS.
	SEND provision allows all children to	SEND profiles are maintained.	Staff able to successfully support	All staff	All staff	Staff able to successfully support child's

	access a wide curriculum.	CPOMS is kept updated and staff informed.	child's needs.			needs at RHPS.
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3. ACCESS PLAN – INFORMATION ACCESS

Time scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	Ensure all are aware of responsibilities in regard to SEND.	Regular staff updates about their responsibilities.	Staff are clear about their responsibilities	Ongoing	SENCO & SLT	Staff clear about role & responsibilities.
Long term	Ensure pupil records include information about parents disabilities/needs (if they are happy to share this)	Add this to induction forms Record on child's INTEGRIS file	Parents needs will be considered and communication methods and approaches recorded.	Ongoing	Office staff	All families are communicated with effectively.