Rokeby Primary School Accessibility plan

Approved by:	Vicky Allan	**Date:**	September 2025
Last reviewed on:			
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1. 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our 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.

Rokeby Primary School is committed to promoting equality, diversity, and inclusion across all aspects of school life. We believe that every pupil has the right to learn, achieve, and thrive in an environment that is safe, respectful, and supportive. Our principles are underpinned by the following commitments:

- **Respect and Dignity**
  We uphold the principle that all individuals—regardless of race, gender, disability, religion, sexual orientation, or socio-economic background—are treated with dignity and respect.
- **Inclusive Education**
  We provide equitable access to a broad and balanced curriculum for all pupils. Our teaching approaches and resources reflect diversity and aim to remove barriers to learning, ensuring that every child can participate fully.
- **Celebration of Diversity**
  We value and celebrate the unique contributions of every member of our school community. Cultural awareness and understanding are embedded within our curriculum and wider school activities.
- **Commitment to Equality of Opportunity**
  We actively challenge discrimination and prejudice in all forms. Our policies and practices are designed to promote fairness and equal opportunities for pupils, staff, and families.
- **Continuous Improvement**
  We regularly review our provision, policies, and staff training to ensure they remain effective in fostering an inclusive environment. We work in partnership with parents, carers, and external agencies to meet the diverse needs of our pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and Governors.

2. Legislation and guidance

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premise

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Explain your school's approach here. Examples: • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • English and Maths progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is regularly reviewed through learning walks, pupil voice and book scans to make sure it meets the needs of all pupils • Our Foundation subject curriculum is planned in a creative way that children can access it from their own level of understanding	Training for staff on increasing access to the curriculum for all learners and removing potential barriers. Use appropriate assessment tools and activities for children working pre-key stage. Interventions are used appropriately to help children make progress in targeted areas and skills.	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc . New staff to have SEN included in their induction to understand the needs of their class. Ensure the Birmingham Toolkit is being used effectively and consistently across classes. Ensure that during transition meetings at the end of the year between teachers, toolkit data is discussed and shared. Implement EPATT, Word Ware and Plus One across KS1 and KS2.	HT/DHT SENDco DHT SENDco DHT SENDco/ AHT Class teachers/ DHT SENDco	On going All staff to feel confident within a year and CPD timetable to be revised termly as the cohort and training needs changes Across the year Across the year	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective. Children working pre-key stage will have consistent approaches for assessment and planning via Birmingham Toolkit. Children working pre-key stage will access every subject in a tailored way. Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • All classes carpeted to minimise sound	All corridors and doorways are fully accessible	Ensure corridors are as clear as possible	All staff	Ongoing	There is safe access throughout the school

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Pictorial or symbolic representations-In Print symbols • Dojo-can translate for parents	Improve the accessibility of information for parents with SEN	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Admin team	Ongoing	All parents will be able to be aware of what is happening at school via Dojo and website.
		Ensure written materials are available in alternative formats.	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Admin team FSW	Ongoing	Parents are able to access all information and complete forms independently or with assistance.

4. Monitoring arrangements

This document will be reviewed every annually with the Director of Inclusion during one of the school's visits. It may be reviewed and updated more frequently if necessary. It will be reviewed by the SLT each half term and adapted/adjusted as needed.

It will be approved by the SLT.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments and policies
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy and Information Report
- Supporting pupils with medical conditions policy