

## Reigate Park Primary Academy- Accessibility Statement, Audit and Action Plan 2023

### Mission statement

**“Achieve, Believe, Succeed”.**

Our mission statement **“Achieve, Believe, Succeed”** reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Reigate Park Primary Academy 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, cultural and language 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.

### Purpose of plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable. The plan also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M).

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Reigate Park Primary Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

### Aim

The academy’s accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school’s curriculum.** This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.

- 3. Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

### Definition of SEND

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

*A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:*

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

**(SEND code of Practice 2014)**

### **Disability is defined as follows by the Disability Discrimination Act 1995:**

*'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.*

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

### The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies
- Emergency Planning Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

### **Audit of existing provision**

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

#### **Improving Curriculum Access and Participation**

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- ICT is used creatively to maximise learning for all pupils and to ensure pupils with disabilities have access to the curriculum and are supported to communicate effectively.
- All pupils have access to Physical Education and swimming
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified
- Academies works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

### **Improving Physical Access to all areas of the Academy**

\*\* \*Reigate Park Primary Academy is accessible for those with limited mobility.

- The academy has ramped entrances.
- Accessible wheelchair access will continue to be improved in line with all premises development work.
- The emergency evacuation system have both visual and auditory components.
- All rooms have appropriate door signage
- There are disabled toilets within the building.
- Symbols and large print is used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture is provided to meet individual needs.
- Space for small group work and individualised work for targeted learners is provided.
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- Accessible parking spaces are allocated/marked and kept available for use when needed
- The marking of steps and curb edges is part of the on-going maintenance programme for the academy.

### **Improving Information Access to all Stakeholders:**

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school emails are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- School Spider is used to communicate to parents. This enables parents to use translation or reading apps as needed.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff are trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents) where required.

**The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.**

An audit of current provision was completed on 9<sup>th</sup> January 2023 and the finding used to complete our 3 year action plan which will be reviewed and updated annually.

**AUDIT TOOL to Inform Action Plan completed – January 2023 Review due January 2024**

| <b>AIM 1 Increasing the extent to which all pupils but particularly those with a disability can participate fully in the school's curriculum.</b>                      |   |   |                                     |                  |
|--|---|---|-------------------------------------|------------------|
| <b>Curriculum Access Audit Tool</b>  |   |   |                                     |                  |
| Question   | Current Situation   | Next steps needed   | Year 1[2022]/2 [2023] /3 [2024]     | Resources needed |
| Do <b>all staff</b> actively seek to remove all barriers to learning and participation for pupils, parents and visitors?   | <p>Pupils - access to BSL/SSE through qualified ToDs/TADs, access to signed graphics</p> <p>Access to CiP and Sentence Coding in Visual timetables provided. Soundfield system.</p> <p>See whole school provision maps on school website.</p> <p>IHCPs and 1 page profiles in place.</p> <p>Access to lift</p> <p>Parents - access to interpreters, use of mobile phone for texting, emails.</p> <p>Parking passes for parents with disabilities.</p> <p>Access to lift.</p> <p>Visitors – application of the above where necessary</p> | <p>Maintaining and updating relevant equipment</p> <p>Staff training.</p> <p>Continue through PDM and Toolbox Talks</p> | <p>2022</p> <p>2023</p> <p>2024</p> |                  |
| Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required? | <p>Weekly Toolbox Talks/Weekly PDMs – these times are used to provide training as necessary – this is both leadership led and in response to staff requests.</p>  | <p>Maintain current provision.</p> <p>Provide training for new starters as appropriate.</p>                             | <p>2022</p> <p>2023</p> <p>2024</p> |                  |

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|  | Training provided by both academy staff, Trust Heads of Service and other external agencies where necessary.  |  |                      |  |
| Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities?<br>Does the academy provide access to computer technology appropriate for students with disabilities?    | SEN training and Soundfield training at the start of the academic year<br>New staff given CiP training<br>Staff are being taught BSL through school alongside the children. Ear defenders provided for children where appropriate.<br>All KS2 children have 1-1 ipads, EYFS/KS1 can access a 1-1 when needed.<br>See whole school provision map for full provision under each area of need) | The long term aim is for all staff to achieve BSL Level 101  |                      |  |
| Are classrooms 'SEND aware' and optimally organised for SEND pupils?   | Visual timetables<br>Sentence coding on Working Walls<br>Strategic placing of pupils with disabilities in the classroom<br>Individual provision maps in place listing each child's needs.   | Continue training for staff to ensure all needs are met<br>Induction for new staff to ensure systems understood. | 2022<br>2023<br>2024 |  |
| Are all pupils encouraged and supported to take part in all aspects of the curriculum?<br>Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular | Sentence coding<br>Symbolised resources<br>1-1 support<br>Sensory room  |  |                      |  |

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| activities, for example physical education?   |   |  |  |  |
| Do leaders recognise the additional planning and resource preparation workload for teachers related to supporting pupils with SEND?   | Whole school provision maps provide menu of option in supporting staff writing individual provision maps<br>PDM time given to writing IPs<br>Drop-in sessions to support with writing/reviewing IPs<br>Clear written guidance provided for teachers<br>Quality Assurance process in place to support staff. |  |  |  |
| Do all staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum/practical work? | Staff understand the need to ensure provision maps matches the learning in the classroom<br>Discussion about strategies for how to support pupils takes place on an on-going basis.<br>PPA is held as a year group enabling teachers' skills/knowledge to be drawn upon to support each other.              |  |  |  |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class?   | Yes.<br>Planning identifies a range of strategies to support individual/paired/whole class work.  |  |  |  |
| Are school visits, including residential, made accessible to all pupils irrespective of any SEND?   | Yes. Risk Assessments are carried out to ensure full access by all children.  |  |  |  |
| Are adaptations made to transition arrangements for   | Yes. Enhanced transition packages are   |  |  |  |

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| SEND pupils where needed? | in place for pupils where this is required. |  |  |  |
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| <b>AIM 2 Improving access to the physical environment of the school.</b>   |  |                   |              |                  |
|--|--|-------------------|--------------|------------------|
| <b>Physical Access Audit Tool</b>  |  |                   |              |                  |
| Question   | Current Situation  | Next steps needed | Year [1/2/3] | Resources needed |
| <p>Are car park spaces reserved for disabled people near the main entrance?</p> <p>Are drop kerbs in place from parking point?</p> <p>Is the wheelchair route clear of hazards?</p> <p>Is the route well lit?</p>  | Yes to all   |                   |              |                  |
| <p>Is it possible for a wheelchair user to get through the principal door unaided?</p> <p>If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?</p> <p>Are buzzers, signing in books etc. at wheelchair user height?</p>                             | <p>Wheelchair users can reach the principal door – this then has to be opened by a member of staff.</p> <p>Entry-sign system is at wheelchair user height.</p> |                   |              |                  |
| <p>If there are steps in the building is a ramp provided?</p> <p>Does the building have a lift that can be used by wheelchair user to allow access to different levels?</p> <p>Is there a continuous handrail on each internal stair flight or gradients?</p> <p>Do all steps have contrasting edging?</p> | <p>A lift is available to wheelchair users</p> <p>A continuous handrail is available.</p> <p>Both Internal and external steps have contrasting edge.</p>       |                   |              |                  |
| <p>Are Personal Evacuation Plans [PEPs] written for all SEND pupils, staff [and visitors] who require one?</p>   | Yes  |                   |              |                  |
| <p>Does the school have a wheelchair accessible toilet?</p> <p>Can any baby changing facilities provided be used at wheel chair height?</p>  | <p>School has a wheelchair accessible toilet</p> <p>School does not have baby changing facilities.</p>   |                   |              |                  |

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| <p>Are emergency and evacuation systems set up to inform ALL pupils + visitors including those with hearing and visual impairment? (e.g. flashing light)?</p> <p>Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?</p> | <p>Flashing lights inform all pupils and visitors in a fire evacuation.</p> <p>Wheelchair users can use all fire exits</p>   | <p>Visual system needs to be in place for lockdowns</p> | <p>2023</p> |  |
| <p>Are non-visual guides used to assist people to use the buildings?</p> <p>Is a hearing induction loop available (either fixed or portable) in the academy?</p>  | <p>Not available</p> <p>Not available</p>  |   |             |  |
| <p>Are pathways and routes logical and well signed?</p>   | <p>External signage available.</p> <p>All rooms internally are labelled</p> <p>Fire exits/routes are displayed in school</p> |   |             |  |
| <p>Is appropriate furniture &amp; equipment provided to meet the needs of individual students?</p>  | <p>Yes under the direction of the Occupational Therapist.</p>  |   |             |  |
| <p>Do furniture layouts allow easy movement for pupils with disabilities?</p>   | <p>Yes, wherever possible.</p>   |   |             |  |
| <p>Do all the corridors have a clear unobstructed width of 1.2m?</p>  | <p>Yes</p>   |   |             |  |
| <p>Are quiet rooms/calming rooms available to children who need this facility?</p>  | <p>Yes – school has a Sensory Room</p>   |   |             |  |
| <p>Are appropriate ‘Buddies’ provided for all disabled pupils who needed these on admission?</p>  | <p>Yes – where appropriate.</p>  |   |             |  |
| <p>Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?</p>   | <p>Accoustically treated building and Soundfield systems.</p>  |   |             |  |
| <p>Can wheelchair users volunteer at the academy effectively?</p>   | <p>Yes</p>   |   |             |  |

| <b>AIM 3 Improving the provision of information to all.</b>   |   |  |              |                  |
|---|---|--|--------------|------------------|
| <b>Provision of Information Audit Tool</b>  |   |  |              |                  |
| Question  | Current Situation   | Next steps needed                                  | Year [1/2/3] | Resources needed |
| Does the academy provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs, such as support with reading or completing forms?           | The Safeguarding and Attendance office currently provides this support  | Awareness training for Office reception staff      | 1            |                  |
| Are pupil admission forms completed 1:1 to enable a sensitive conversation to be held?  | School hold induction/transition meetings with all new starters.<br>Admission forms completed by parents – support given where necessary. |  |              |                  |
| Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?                                      | Yes – information printed where appropriate<br>School website can translate   | Inform parents of this option via School Spider    | 1            |                  |
| Does the academy ensure that all appropriate staff are familiar with technologies developed to assist people with disabilities with information access, such as those that read aloud written E-letters, newsletters. | Key staff are trialling immersive reader with children, ready to disseminate to wider staff where appropriate.                            | Immersive reader option to be shared with parents  | 1            |                  |
| Are all written paper-based communications to parents placed on the website to allow electronic access for disability support apps/technologies/translation to be used?   | Key documents are placed on website.<br>Currently use emailing system to share documents.   |  |              |                  |
| Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?   | Not currently   | Explore this option Summer 2023 where appropriate. | 1            |                  |
| Does the academy provide access to computer   | KS2 Children have access to 1-1 ipads   |  |              |                  |



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| technology and software appropriate for pupils, parents and visitors with disabilities? [e.g. widget on-line]   | EYFS/KS1 have access to ipads where appropriate<br>All pupils have access to Communicate in Print where needed. |  |  |  |
| During activities such as workshops/parents' evenings does the academy offer information in user friendly formats for disabled parents/visitors e.g. offering to read aloud projector screens where needed? | Interpreters are provided<br>Screens are read aloud where appropriate.  |  |  |  |

## Accessibility Plan for Reigate Park Primary Academy 2023 – 2026

| Plan to improve Curriculum Access   |  |                              |                             |                                 |
|---|--|------------------------------|-----------------------------|---------------------------------|
| Objective/Target  | Task/Action  | Resources/<br>Timeframe      | Lead Person                 | Monitoring<br>/Success criteria |
| Do <b>all staff</b> actively seek to remove all barriers to learning and participation for pupils, parents and visitors?  | Maintaining and updating relevant equipment<br>Staff training.<br>Continue through PDM and Toolbox Talks         | Ongoing throughout 2023-2025 | KR/SH                       |                                 |
| Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required?  | Maintain current provision.<br>Provide training for new starters as appropriate.                                 | Ongoing                      | Senior Leaders and BSL team |                                 |
| Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities?<br>Does the academy provide access to computer technology appropriate for students with disabilities? | The long term aim is for all staff to achieve BSL Level 101  | Ongoing                      | Senior Leaders and BSL team |                                 |
| Are classrooms 'SEND aware' and optimally organised for SEND pupils?  | Continue training for staff to ensure all needs are met<br>Induction for new staff to ensure systems understood. | Ongoing                      | Senior Leaders              |                                 |

| <b>Plan to Improve Physical Access</b>   |  |  |                    |                                     |
|--|--|--|--------------------|-------------------------------------|
| <b>Objective/Target</b>  | <b>Task/Action</b>                               | <b>Resources/Timeframe</b>                   | <b>Lead Person</b> | <b>Monitoring /Success criteria</b> |
| Are emergency and evacuation systems set up to inform ALL pupils + visitors including those with hearing and visual impairment? (e.g. flashing light)? | Visual system needs to be in place for lockdowns | Lockdown visual in place by end of wb 9.1.23 | SH                 | Cards in use during lockdown        |
|  |  |  |                    |                                     |
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| <b>Plan to Improve Information Access</b>   |   |   |                    |   |
|---|---|---|--------------------|---|
| <b>Objective/Target</b>   | <b>Task/Action</b>  | <b>Resources/Timeframe</b>                    | <b>Lead Person</b> | <b>Monitoring /Success criteria</b>                     |
| Does the academy provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs, such as support with reading or completing forms? | Awareness training for Office reception staff                         | Discussion with key staff by end of wb 9.1.23 | KR                 | Staff supporting parents/visitors to access information |
| Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?                            | Inform parents of this option via School Spider                       | By 13.1.23                                    | KR                 | Spider message sent out.                                |
| Does the academy ensure that all appropriate staff are familiar with  | Immersive reader option to be shared with children, staff and parents | Trial until Feb half term 2023                | SLT                | Immersive used to support children and parents.         |



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| technologies developed to assist people with disabilities with information access, such as those that read aloud written E-letters, newsletters. |   | Implement to whole school staff by Easter<br>In place for parents<br>Summer term<br>2023 |     |                                       |
| Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?                            | Explore this option Summer 2023 where appropriate | Identify key parents during Spring Term 2023   | SLT | Electronic reports shared Summer 2023 |