RHODES AVENUE
PRIMARY SCHOOL

Rhodes Avenue Primary School

Accessibility Plan

Autumn 2025

Purpose of the Plan
The purpose of this plan is to show how Rhodes Avenue Primary School intends, over time, to monitor and increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability
The definition of a disability, is set out in the most current legislation (Equality Act 2010), states that a person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to -day activities.

Legal background
From September 2002, the Disability Discrimination Act 1995 outlaw's discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary to facilitate equality between disabled and non-disabled pupils' learning environments.

This plan sets out the proposals of the Governing Body of the school to increase (or maintain where satisfactory) access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This 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;

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education;

- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

Rhodes Avenue School aims to treat all stakeholders; including pupils, prospective pupils, staff, governors and other members of the school community, favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage, allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions

Contextual Information
Rhodes Avenue comprises of four separate buildings. The main building's ground floor is built on different elevations, but with the use of lifts (for the elevations and the first floor) all learning areas are accessible to wheelchair users. Both the main building and the Foundation Stage building have disabled facilities and toilets, Including changing facilities. Access and egress to the grounds is via motorised gates. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users, although our spinney may present restricted access due to the natural vegetation and gravel pathways depending on the degree of disability. There is however a tarmac path so some access is available.

At present we have no wheelchair dependent pupils but we have some parents with mobility impairments.

The Current Range of Disabilities Within Rhodes Avenue Primary School
The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities that may impact accessibility, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma as well as minor to severe allergies and all staff are aware of these children and their specific needs

All medication is kept in the classrooms and a record of use is noted.

We have competent First Aiders/Paediatric First Aiders who hold the required certification. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness, amount, and time of medication. All medication that is given is recorded.

Curriculum
Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules (see Behaviour Policy) when deprivation of club attendance may be used
as a suitable short term sanction and to ensure the safety of others.

Physical Environment
We have a wide range of equipment and resources available for day to day use for disabled users. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

The school is equipped with its very own minibus that can accommodate a wheelchair user safely.

Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to
identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

TARGET	STRATEGIES	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Review confidence and implementation of all staff in differentiating the curriculum.	Be aware of staff training needs on curriculum access. Assign CPD and monitoring for effective differentiation and recording methods to ensure progress for all children. Online learning modules if Required.	Ongoing and as required	SENCO	Increased evidence of strategies for differentiation and increased pupil participation (in planning / books / classroom environments).
Ensure classroom support staff have specific training on disability issues.	Audit of staff training needs. Staff access appropriate CPD. Online learning modules if Required.	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access.	Regular monitoring of a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	As required	SENCO	All staff aware of individuals needs

TARGET	STRATEGIES	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Use ICT software to support learning	Make sure software installed where needed	As required	ICT Co-ordinator	Wider use of SEN resources in classrooms.
All educational visits to be accessible to all	Revisit guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Ensure Risk Assessments include accessibility for all within their remit.	As required	Teacher, Event Co-ordinator	All pupils in school able to access educational visits and take part in range of activities.
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	As required	PE Co-ordinator	All to have access to PE and be able to excel.

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The school is aware Of the access needs of disabled pupils, staff, governors, parents, carers and visitors.	To create and monitor access plans for individual disabled pupils as part of the SEN Support Plan process when Required. Be aware of staff, governors and parents' access needs and meet as appropriate Through questions and discussions find out the access needs of parents and carers Consider access needs during recruitment process. Ensure staff aware of Environment Access Standard.	As required Induction and ongoing Annually Recruitment process	Headteacher, Deputy Head and SENCO	SEN Support Plans in place for disabled pupils And all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required	SLT, Governors, Facilities Manager	Re-designed buildings are usable by all.
Ensure access to all areas	Improve/maintain access to all areas for pupils, staff, parents/carers, visitors. Service lifts and keep accessibility features in good repair.	As required as per SLA	Facilities Manager	Disabled pupils, parents, carers, visitors feel welcome. Pupils have full use of facilities.

TARGET	STRATEGIES	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
Improve/maintain signage and external access for visually impaired people.	Clear walkways, floor markings where required, yellow edging strips on stairs, clear signage.	Ongoing	Facilities Manager	Visually impaired people feel safe in school grounds.
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan for all pupils with difficulties. Develop/maintain system to ensure all staff are aware of their responsibilities. Monitor during evacuation drills.	As required Each September	Deputy Head, respective staff	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of IT equipment.	Alternative equipment in place if necessary to ensure access to all hardware including hall. Liaise with visual/hearing	Ongoing and as required. Purchase of software if required.	ICT Co-ordinator	All children have access and can use equipment.

	impairment organisation with regard to assisting VI/HI pupils.			
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from LA hearing impaired unit on appropriate equipment.	Ongoing, as required.	LA Hearing officers	All children have access to equipment.
All fire escape routes are suitable for all.	Make sure all areas of school have wheelchair access (school house exempt), in the case of stairwells, that appropriate equipment and processes are in place for dealing with disabled evacuation. Egress routes visual check.	Ongoing, as required. Weekly Checks.	LA, Premises staff, Facilities Manager	All disabled staff, pupils and visitors able to have safe egress. PEEP – Personal Emergency Evacuation Plan for disabled staff, pupils and visitors.

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Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction Ongoing Current	School Office Website Designer	All parents receive information in a form that they can access. All parents understand what the school Information headlines are.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff produce their own information.
Annual review information to be as accessible as possible.	Develop child friendly IEP review formats.	Ongoing	SENCO	Staff more aware of pupils preferred method of communications

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Languages other than English to be visible in School.	Some welcome signs to be multi-lingual.	Ongoing	EAL Coordinator	Confidence of parents to access their child's Education.
Provide information in other languages for	Access to translators, sign language interpreters to be	As required	SENCO	Pupils and/or parents feel supported and included.

pupils or prospective pupils who may have difficulty with hearing or language problems.	considered and offered if possible.			
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/ carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	As required	Office	All can access information about the school.