



The Equality Act 2010 states the requirement for schools to have an Accessibility Plan. The purpose of the plan is to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school. This Accessibility Plan is a statutory duty. It sets out how the school plans to proactively improve the equality of opportunity for those within the school community who have a disability. The duty is to anticipate and plan for their future needs.

According to the Equality Act, a disabled person is defined as “someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

In accordance with the Act, the Plan focuses on three key areas:

- ~ increasing the extent to which disabled pupils can participate in the school curriculum
- ~ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- ~ improving the availability of accessible information for pupils with disabilities.

Riverside Primary School is committed to equal opportunities and inclusion. Our vision is to enable the whole Riverside community to achieve, enjoy learning and aspire to be the best they can be. This Accessibility Plan is not a standalone document but should be considered alongside documents such as the SEND and Equality policies. It is the responsibility of the whole school community to implement this Plan in a manner which promotes the inclusive ethos of our school.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary, but at least every three years. At Riverside we generally update the plan on an annual basis.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Target date for completion	Success criteria
Increase access to the curriculum for pupils with a disability	School is recognised as 'Flagship' by Inclusion Quality Mark. MCH 'Hopscotch' Core Standards are applied throughout. Various adjustments are in place to ensure that all pupils can access the full curriculum, such as the use of an OT/Sensory space (Rainbow Room), breakout classroom (Sunshine Room), immersive sensory space (Starlight Room), individualised plans for PE, and use of disability sports coaching. Soundfield systems are available in most classrooms. Staff receive regular training on inclusion.	<p>Ensure that all classroom environments are fully inclusive in all lessons and all staff are confident to demonstrate inclusive practice that meets the needs of individuals.</p> <p>Establish Trust Nurture Provision to support access to learning for highly dysregulated pupils.</p>	<p>New staff to be given Inclusion training when they join the school.</p> <p>Monitoring of the use of Sunshine room as a breakout learning environment for high-needs children.</p> <p>TIP and Nurture training to increase understanding of dysregulated behaviour and increase access to classroom learning for affected pupils.</p>	ZH	<p>October 2023 and ongoing for new staff as they join</p> <p>End of Terms 2, 4 and 6</p>	<p>Monitoring shows consistent use of fully inclusive practice throughout the school</p> <p>Sunshine Room is in regular use by high-needs pupils, especially from KS1.</p> <p>Nurture Provision is successful in increasing classroom access to identified pupils.</p>
Improve and maintain access to the physical environment	<p>Building is adapted for VI.</p> <p>Ramps available at entrances/exits, including to external features such as the Biodome.</p> <p>Lift at each end of the building.</p> <p>Disabled toilets.</p> <p>Disabled parking available for parents and different route into/out of school for disabled pupils or those with disabled parents.</p>	Develop use of Forest School and outdoor sensory garden areas to be fully accessible to all children and enable inclusive outdoor education across the curriculum.	<p>Accessibility audit of outdoor areas.</p> <p>SLs to monitor use of the outdoor environment in their subjects and ensure inclusive/accessible resources are used. Forest School Lead to support.</p>	ZH/MP SLs	Spring 2024	New outdoor areas and Forest School are fully accessible to all and are used to enhance the curriculum.
Improve the delivery of written information to pupils	<p>Use of coloured paper/overlays.</p> <p>Enlarged materials/magnifiers for VI (Braille available if needed).</p> <p>Use of visual cues where needed (Widgit software).</p> <p>Use of laptops/tablets with adjustable font size/colour, Immersive Reader and apps.</p> <p>Use of VI assistive technology eg. Prodigy connect, pen labeler.</p>	Increase accessibility of assemblies and school events/visitors for children with VI.	Staff to support VI children to use assistive technology in assemblies and for school events/visitors, eg. Prodigy connect distance camera.	ZH, LN, KB	Summer 2024	Children with VI are able to use assistive technology to fully access assemblies and school events/visitors.

