

Riverside Primary School Accessibility Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Equitable 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), individual 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>	Assistant Headteacher/Inclusion Manager	<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>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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 for outdoor areas.</p> <p>SLs to monitor use of the outdoor environment in their subjects and ensure inclusive/accessible resources are used.</p> <p>Forest School Lead to support.</p>	<p>Assistant Headteacher/Inclusion Manager</p> <p>Forest School Lead</p> <p>Senior Leaders</p>	Spring 2024	New outdoor areas and Forest School are fully accessible to all and are used to enhance the curriculum.
Accessibility of information for pupils with a disability	<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 the VI assistive technology e.g. Prodigy connect, pen labeller.</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, e.g. Prodigy connect, distance camera.	<p>Assistant Headteacher/Inclusion Manager</p> <p>Teaching Assistants</p>	Summer 2024	Children with VI are able to use assistive technology to fully access assemblies and school events/visitors.