Accessibility plan

Two Rivers C of E Primary School

Approved by:	Owen Edwards and Megan Hudd	**Date:**	19.10.26
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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.

Our school vision states:

Together, we enrich the academic, spiritual and emotional child to enable them to flourish. Two Rivers is a community where everyone feels safe, supported and inspired to become inquisitive learners who value kindness, respect and courage.

Our vision represents the outcomes that we want for all 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.

BANES local authority have a fair access protocol where by it states that all children will be supported to find a school place. Two Rivers will ensure that this protocol is followed and that every measure will be assessed to ensure that we can meet the needs of any child on role.

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, parents 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 premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• The Futura curriculum uses a wide range of resources that have been planned and tailored to the needs of pupils who require support to access the curriculum. Before the start of each term, teachers take the time to assess the scaffolds and planning to ensure that the needs of all their pupils are met. • The Futura curriculum is a two year program that allows children to build and deepen their knowledge in the second year. This ensures that all children have the opportunity to address prior learning which will lead to a higher rate of success. • Curriculum progress is tracked for all pupils, including those with a disability in all subjects. This allows teachers and senior leaders to track the progress of all children and plan interventions to ensure that all children achieve. • We use a range of strategies on iPads to ensure that all children can access the curriculum	Short term: teachers continue to adapt planning to meet the needs of all pupils Medium term: Collate and continue to ensure our CPD programme fully embeds the staff's knowledge and understanding of the needs of pupils with disabilities and strategies to support them Continue to work with outside agencies to ensure children with additional needs are supported through EHCPs Long term: To create a bank of additional resources and support techniques that are recorded for all subjects to support teachers in meeting the needs of all pupils.	All staff SENCO will continuously seek advice from professionals from the wider trust and BANES including educational psychologists. Continue to develop a range of hardware, software, apps, internet links etc. enable the child to make and celebrate progress Continue to monitor the provision of technology to support specific learning needs	Megan Hudd and Owen Edwards	Ongoing Continuous based on current research and support materials available. Included in ICT budget set annually	All children will make progress in Mathematics, English, Science and foundation subjects.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Two Rivers is a fully accessible school for all. Some of the considerations that have been taken into account is stated below. • Ramps • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Accessible/adjustable desks	To ensure that all adaptations to the building remain fit for purpose. Ensure all children can access outdoor equipment To keep an accurate register of medical needs which is continually updated and strategies in place where needed	Assess the needs of new joiners to ensure that further adaptations can be made: braille, sign language posters Consider disabilities when purchasing equipment Office Manager updates the register and Inclusion	Megan Hudd, Owen Edwards and Jordan Shiel	Ongoing As children join the school with additional needs that we do not currently cater for.	All children on roll continue to have their physical needs met in order to access the curriculum and have independence at school.
Improve the equality and inclusion education for all pupils	Two Rivers prides itself on ensuring we deliver a diverse curriculum, which focuses on acceptance and understanding. The Futura curriculum currently covers a wide range of significant people to ensure children are exposed to people with a wide range of additional needs. The school value 'Respect' is embedded into our curriculum and ensures that children are accepting and value/celebrate differences.	Long term: Further develop the significant figures our children learn about	Continuously review the curriculum to ensure that it stays relevant and up to date and exposes our children to a range of significant people.	Megan Hudd and Owen Edwards	Ongoing	All children continue to be represented in the materials they are taught with. Bullying and discriminatory behavior will continue to be dealt with in accordance with our behavior policy.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and senior leadership team.

It is approved by the governing board/Local School Board.

5. Links with other policies

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

- Risk assessment policy-whole school risk assessment
- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy