

ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

Our School Vision

Our vision is rooted in the understanding that 'A tree is known by its fruits.' (Matthew 12:33)

We seek to live this through our values of grace, courage and friendship.

We are committed to nurturing our children to flourish in mind, body and spirit,
enabling them to become confident, creative and resilient learners
who contribute positively to our local and global community.

ACCESSIBILITY PLAN



Committee Responsible: Finance and Infrastructure

Date of Review: June 2025

Next Review: June 2028

Signed: Vaness O'Byrne – Executive Headteacher

Signed: Caroline Hoyle – School Business Manager

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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

SCHOOL PRINCIPLES

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. These key principles relating to equality and inclusion are intended to support the effective delivery of this plan.

- When performing their duties all staff and governors will have regard to the Special Educational Needs Code of Practice 2002
- Compliance with the requirements of the Equality Act 2010 is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality

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, particularly the relationship between the Federation and Wokingham Borough Council.

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.

This plan is drawn up to implement the Robert Piggott CE Federation of Schools' Planning Duty for Disabled access. This planning duty arises from the Equality Act 2010 which has replaced all existing equality legislation, including the Disability Discrimination Act. The plan is written in accordance with the DfE guidance publication 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

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.

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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.

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At the Robert Piggott Infant and Junior Federation, we set out to ensure compliance with the Equality and Diversity Act 2010 . As such we aim to remove barriers in every area of school life for disabled children and adults. This aim is also underpinned other policies to ensure that all pupils, their families and also employees are given equality of opportunities.

<u>PHILOSOPHY</u>	<u>PRINCIPLES</u>	<u>PROCEDURES</u>	<u>PERFORMANCE</u>
<p>We believe that:</p> <p>1. All pupils should have full access to a broad, balanced, relevant and differentiated curriculum including the National Curriculum.</p>	<p>We will ensure:</p> <ul style="list-style-type: none"> ◆ That the curriculum is adapted, where required to allow all pupils to have access to the curriculum. 	<p>In detail, we will:</p> <ul style="list-style-type: none"> ◆ Ensure that all lessons/lesson plans are differentiated sufficiently to allow for full access by all pupils. 	<p>We will:</p> <ul style="list-style-type: none"> ◆ Evaluate our lessons and identify the targets and steps to be taken to allow access to the curriculum for all pupils.
<p>.2 The physical environment of the school should allow for accessibility for all.</p>	<ul style="list-style-type: none"> ◆ Physical, visual or hearing impairments are not barriers to pupils, staff or visitors within the Robert Piggott schools. ◆ Health and safety issues fully take into account the needs of pupils, staff and visitors with impairments. ◆ The facilities of the school meet, or are adaptable enough, to meet the needs of all pupils, staff and visitors. 	<ul style="list-style-type: none"> ◆ Carry out an access audit of the school premises which will identify barriers to access to pupils, staff and visitors with impairments. ◆ Include within health and safety/ safeguarding meetings an agenda item that focuses on access issues. ◆ Within the School Development Planning process, identify issues of accessibility for pupils, staff and visitors with an impairment. 	<ul style="list-style-type: none"> ◆ Produce outcome targets that will outline the steps to be taken to improve access to the physical environment of the school for all pupils, staff and visitors.

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<u>PHILOSOPHY</u>	<u>PRINCIPLES</u>	<u>PROCEDURES</u>	<u>PERFORMANCE</u>
<p>We believe that:</p> <p>3. Clear communication – both written, visual and spoken, is vital if the needs of pupils and visitors whose first language is not English or who have a reading or visual impairment, are to be fully met</p>	<p>We will:</p> <ul style="list-style-type: none"> ◆ Make every effort to ensure that communications within and between school and home are accessible to all. 	<p>In detail, we will:</p> <ul style="list-style-type: none"> ◆ Seek the advice of the visual impaired services in adapting communications within school and between home and school. ◆ Use other formats for communication, e.g. talking books with those parents who may have a reading difficulty. ◆ Liaise with interpretation services where parents/pupils whose first language is not English, require their assistance. 	<p>We will:</p> <ul style="list-style-type: none"> ◆ Produce outcome targets that will outline the steps to be taken to improve communications between pupils and parents.

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Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Ensure that “no pupil is left behind” • Equity of access to curriculum for as many pupils as possible. • Children are familiar with the concepts of diversity and inclusion from a young age. 				

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: Large print resources Personal hearing devices Pictorial or symbolic representations, as appropriate	Communication methods are adapted to the needs of each child with a disability, Manage the additional communication needs of staff members and members of the public	Monitor the needs of children within the school and adapt communication methods as appropriate. Seek out best practice advice where appropriate. Provide larger print versions of documents or policies as requested by members of the public	Ali Sinfield Caroline Hoyle	Ongoing Ongoing	Improved participation of children in school activities and learning as monitored by assessment observation
Increase awareness and involvement of children in disability issues	Curriculum includes information about disabilities and equality (Jigsaw)	Disabled children feel more secure within their peer group Children more informed about disabilities	Ensure enough resources in school to support PSHE curriculum with specific reference to disabilities	Ali Sinfield	Ongoing	Disabled children attaining in line with their non-disabled peers

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve staff understanding and skills for dealing with disabled students	Staff working to support children with disabilities received regular updates and training from external specialist and Inclusion Manager	Staff feel comfortable working with children with disabilities and understand their needs	Share best practice with other local schools. Attend network meetings etc	Ali Sinfield	Ongoing	Disabled children are well supported and staff report feeling comfortable working with them
All out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Activities are assessed by staff for suitability for children with disabilities. Children with disabilities are prioritized over some activities over their peers	Increase in access to all school activities for all disabled pupils.	Review timetable of out of school activities and attendees to ensure inclusivity is maintained	Ali Sinfield	Ongoing	A wide range of children attend all out of school activities. There are reduced/no barriers to disabled children attending offsite activities.

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ACTIVITIES

The school will undertake to meet its key objective by developing three key areas:

ACCESS TO THE CURRICULUM

The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.

Create a challenging and full curriculum where suitable learning challenges are set and progress of individuals' achievements can be assessed

To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice

Continue to follow and endorse the key principles of the National Curriculum Framework

ACCESS TO THE PHYSICAL ENVIRONMENT

The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities

Consider how different impairments have specific requirements and can be best catered for within the school environment

Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health provision

To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice

ACCESS TO INFORMATION

Audit existing methods of providing information and media utilised, develop these to improve accessibility
Work with Local Schools, LA and local support services to source best materials at an appropriate cost

Include parents and pupils in the choice of the most suitable media for the disabled child

LINKED POLICIES

The plan will contribute to the review and revision of related school policies:

- School Development Plan
- SEND Policy
- Equal Opportunities Policy
- Intimate Care Policy
- Curriculum Policies
- Admission Policy

This policy should be read in conjunction with the Send Policy (Special Educational Needs & Disabilities and Medical Conditions Policy).