

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Physical Access to the building

The school has a ramp to the main entrance/ a couple of key access points used by parents and the majority of classrooms. There are a number of smaller door frames and some doors have a step up/down which are not accessible. Unfortunately, the building framework does not enable adjustments to this internally and this limits evacuation for a person within a wheelchair.

Within the Building

Within the building, there is free access to the majority of areas, with sufficient space for a wheelchair user or other disabled person to manoeuvre to the perimeter in the majority of areas. The classrooms do limit this due to their size and construction, but best endeavours are made.

If a disabled child (wheelchair-bound or other mobility aid user) were to be admitted to the school, the Governing Body would need to ensure that there was sufficient specialised furniture and/or equipment to meet that individual's needs. There would have to be significant thought about the safety of the pupil and the movement around the classroom and school, given the building limitations. Any child in this situation would be likely to have an Education Health Care Plan and subsequent advisors from external agencies such as Health, Occupational Therapy etc. to support inclusion. We would recommend any parent to visit to understand the building limitations and to enable appropriate planning for inclusion to take place.

Toilet facilities

There is a designated disabled toilet in the building, fully fitted with support bars and alarm cords. There is adequate room to allow a wheelchair to be manoeuvred in and out without assistance.

Staff Room facilities

Staff room facilities are generally within reach of an adult wheelchair user and furniture can be easily moved in order to provide space for a wheelchair user to be included in the group. Longer term adjustments would be required and consideration to manoeuvrability.

Access to the curriculum

Ropley Church of England Primary School is an inclusive mainstream education provider. We have a firm commitment throughout the school to supporting children to the best of our abilities and we are committed to true inclusion within provision. For the majority of our children this is provided within a variety of grouping strategies which allow for parity of teacher focus time. However, from time-to-time, extra provision is made for individuals with short or long-term needs. This provision is provided within Education Health Care Plans.

If a child has a short-term injury or impairment, then a plan is developed and support provided.

Visual impairment

Any child with visual impairment will have a full needs analysis carried out in conjunction with special advisers and/or in consultation with parents. Facilities exist within school to enlarge print size as required. There is sufficient allocated space within classrooms for children to be seated near to whiteboards etc. as necessitated by the disability.

Hearing impairment

Children with identified hearing impairment have full needs analysis carried out in consultation with the relevant specialist advisers and facilities fitted or provided to meet individual needs.



ROPLEY CE PRIMARY SCHOOL ACCESSIBILITY PLAN 2025 - 2028

We aim at all times to meet individual needs to support inclusion and accessibility. The Governing Body and Staff of the school are totally committed to full inclusion, working with specialists in all fields and meeting individual needs as fully as possible.

ACCESSIBILITY AUDIT AND ACTION PLAN

Ropley CE Primary School has a three year plan in place which will ensure increased accessibility for children, parents and visitors. This plan reflects the schools' ethos of inclusion and desire to welcome children and adults who may have a disability. The accessibility plan should be read in conjunction with other plans and policies. Staff at the school will work closely with colleagues from other agencies, including Children's Services, SEND department, the Education Psychology Service, the plan will be particularly important in raising the awareness of responsibilities of staff and Governors. The accessibility plan identifies three areas: The physical environment; communication; the curriculum. The inclusion policy supports the plan.

	Physical	Communications	Curriculum	Actions
2025-2026	Review of space within school and access to school. Identify whether existing spaces could be further modified to meet the needs of SEND children and assisting adults; whether all children can get around the building safely; whether lighting, acoustics and furniture need to be further adjusted. Ensure any building works takes these issues into account.	Review current needs of children and parents. Audit additional needs of any new arrivals to school	Ensure the curriculum allows access for disabled children including the wider curriculum, school visits and residential. Review current curriculum policy to ensure that they do not discriminate against any groups. Review how far inclusion is integrated within the culture, policy and practice of the school. Look at teaching and learning, home learning, grouping of children and assessment arrangements.	- 'Kiln room' to be emptied to enable wheelchair access in the event of emergency exit - KS2 Classroom doors to have external ramps installed - Changes to the school's accessible toilet to make it correct height -
2023-2024	Improve access as necessary for essential curriculum areas including computing, library and music within the resources available.	Improve access to written communication and the delivery of information. Include advice on materials available and support services.	Ensure the curriculum is fully accessible for all children. Include IT equipment, enlarged photocopying, specialist furniture, portable aids etc.	