Accessibility Plan

2025 – 2028

The staff responsible for the Accessibility Plan are

Mrs S. Bradford Mrs K. Walsh

The governor responsible for the Accessibility Plan is

The Governor responsible for SEND

Agreed by governors: June 2025

Review Date: June 2028

Purpose of the Plan

The purpose of this plan is to show how Roydon Primary School intends, over time, to increase the accessibility of our school for disabled pupils. We are committed to providing an environment that enables full curriculum access, and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Aims

Our aims are to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of individual curriculums where these are specified.

The table below sets out how the school will achieve these aims.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

a) he or she has a physical or mental impairment

b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the following three areas:

a) Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning, and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy
- Equality Objectives and Equal Opportunities and Inclusion Policy
- School Development Plan
- Health and Safety Policy
- Special Educational Needs Policy
- Positive Behaviour Management Policy
- School Development plan
- Asset Management Plan
- Website and Values Tree

Plan Availability

The school makes the Accessibility Plan available in the following ways:

- a copy is posted on the school's website,
- paper copies are available from the front office.

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary, and reported on annually. Below is a set of action plans showing how Roydon Primary School will address the priorities identified in the plan. The plan is valid for three years from 2025. It is reviewed annually.

Curriculum

Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning, and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

Current Good Practice	Further Development	Timescale	Lead	Success Criteria
Roydon Primary School offers a differentiated curriculum for children of all abilities.	Monitoring of the embedded curriculum will identify strengths and areas for development for children will disabilities and challenges in accessing the learning.	May '25	KW	Curriculum monitoring will show that all children access the curriculum at an appropriate level of challenge.
Speech & language therapy programmes in place to facilitate communication & understanding. Children have access to technology that supports their learning across the curriculum (e.g. Access Through Technology, Clicker). A sensory room has been created for therapeutic sessions and to assist children in managing behaviour and emotions. Access arrangements are in place for assessments and national tests.	Regular support from S&L therapist continues Staff training on use of technology for children of all ages (e.g. Clicker). Robin's Nest (sensory room) will be maintained and resourced. Purchase resources as needed, e.g. sloping boards, wobble cushions, coloured overlays, pencil grips, chew/fiddle toys.	Sept. '25 Sept. '25 As and when	CD KW KW	Increasingly, all children's needs are met through a variety of resources matched to needs and abilities. Barriers to learning are removed.
The school has bought Kapow Primary Curriculum for Foundation subjects Three ELSA and a trained counsellor (Stacey Howe) are available to offer support to children suffering short-term challenges to their mental health. The PSA is available for eight hours each week to support families facing a wide variety of issues, including mental, physical and learning difficulties.	Personal Development Team will monitor teaching and learning in PSHE. HLTAs and teachers working in the SHIP will receive ELSA training. The PSA is part of our safeguarding team	Spring '25 by July '26 Sept '25	KW ZF	Children and families know how to access support available to them and confirm that school plays a positive role in assisting them in overcoming challenges.
Training is in place for children with medical needs that must be managed for children to have full access to the curriculum, e.g. diabetes, asthma, incontinence/toileting issues & intimate care plans.	Whole staff training will become available for commonly recurring needs in our changing society in mainstream schools, (e.g. toileting issues, dispensing of medication).	As and when	DP	Staff are confident in dealing with medical issues in the classroom, as appropriate.

Specialist advice is sought when PE is a challenge for children with a physical impairment.	Suitably-adapted apparatus and equipment is in school for when it is required.	Sum. '25	CD/KW	Staff know when and how to use specialist resources to support children's learning
Risk assessments are in place to include all children in school trips.	Ensure that participation in extra-curricular activities and after-school clubs reflects the school population.	Sum. '26	KW (EVC) CD	No child is excluded from an extra-curricular activity
Parents are asked to share details of children's disabilities or health conditions on entry to school or as they arise. Termy support plans and annual EHCP review meetings are held with parents.	Stay and Learn sessions improve working relationships/open door policy between staff and parents. Appropriate knowledge and support is accessible to staff when preparing to deal with medical issues (e.g. school nursing team).	Aut. '25 Aut. '25	CD/TW KW	Parents whose children have disabilities and/or health conditions know that staff are equipped and prepared to support their children in school.

Physical environment

Improving access to the physical environment of the school, including improvements to the physical environment of the school and physical aids to access education.

Current Good Practice	Further Development	Timescale	Lead	Success Criteria
New building for the SHIP has been designed to facilitate access to all parts of the building via ramps, wheelchair- friendly doorways, wide corridors, disabled toilets with handrails, emergency pull-cord and hand driers, colour-contrasting décor where appropriate, step-edging, visual fire alarm, disabled car parking spaces.	Ensure PEEPs and GEEPs are completed on a standard format and shared with all staff. Improve signage (particularly around the old building) to indicate wheelchair-friendly routes. Introduce hearing loops where possible and required. Ensure pathways around the school site are safe and clear. Ensure sufficient provision of clinical waste bins in all parts of school.	Dec' 25 July '26 July '27 On-going Jan' 25	DP SB KW Excite AP	All staff, pupils and visitors can move safely and easily around the school site, freely accessing resources and equipment to facilitate learning, pastoral care and consideration of dignity.
Old part of the building has been reconfigured and renovated to ensure almost all areas are wheelchair-accessible, including ingress/egress points, toilet, access to main building.				

Communication

Improving the delivery of written information to disabled pupils, including planning to make the written information that is normally provided by the school available to disabled pupils and parents.

Current Good Practice	Further Development	Timescale	Lead	Success Criteria
Resources are available to support children with visual impairment, dyslexia, etc., and advice offered by the SENDCo in their suitability and use.	Continue to seek advice from outside agencies (e.g. Educational Psychologist, Access Through Technology) and acquire resources accordingly to meet individual needs.	On-going	KW/CD	All children are able to demonstrate their learning appropriately in all areas of the curriculum, regardless of their needs and disabilities.
Visual aids used in classes to support children with challenges in their understanding and/or sight, e.g. visual timetables/'now and next', emotions cards, activity cards.	All labels across the school to be accompanied by pictures (e.g. Widget symbols)	Spring '25	KW/CD	Children can access equipment independently using visual clues.
EHCP reviews are held with parents in person wherever possible. New provision map software has been bought to ensure support plans and provision maps are tracking children's progress and intervention Reinstate SEND workshops with Ed. Psych. for parents Termly SEND newsletters sent to parents of children on SEND register. Coffee mornings continue with PSA to discuss parenting issues.	Explore viable ways to hold pupil support plan reviews with parents to ensure that all parties understand targets, provision in place and support available.	April '25	KW/CD	Parents are aware of the ways in which the school supports their child's learning, and are actively involved in supporting their child at home.
Views are sought through annual questionnaires sent to parents of children on the SEND register, and this informs the content of the newsletters.	Brief termly questionnaires on Microsoft Forms will collect parents' views on specific topics. Consultations with children about provision will form part of the SEND calendar.	Dec. '25	KW	Positive feedback on a range of areas of provision is received in school throughout the year.

Weekly Heads Up and half-termly newsletters are written with readability in mind.	All written communication with parents to be written using Arial or Comic Sans fonts. Written communication with parents to be checked as standard using the Flesch Reading Ease test (ideally 60 – 70) and/or Flesch Kincaid Grade Level test (ideally 7.0 – 8.0)	Jan '25 Sept. '26	HT	Written communication with parents is easily understood by almost all parents.
Google Translate is used in the classroom for children with EAL, and when communicating with parents. Class Dojo is used to communicate with parents and can be translated into 35 different languages.	Investigate a translation aid to be attached to the school's website. Leaflets for parents available in different languages	Sept. '25 April '26	DT AP	Parents with EAL whose children have SEND can access the school's information about provision for their children.