



**Five
Rivers®**

FIVE RIVERS CHILD CARE

Accessibility Plan The Spires

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head Of Education
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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 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.

Five Rivers is committed to ensure that all children and young people have equal worth and equal rights and a belief in each child or young person's potential, no matter what they have experienced or what they have done.

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to
- respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.

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.

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.

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 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.

3. Action plan

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

Aim	Objectives <i>Short, medium and long-term objectives</i>	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>	<p>Short Term</p> <p>Our school offers a differentiated curriculum for all pupils.</p> <p>Use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress to be tracked for all pupils, including those with a disability.</p> <p>Targets to be set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum to be reviewed to ensure it meets the needs of all pupils.</p> <p>Teachers to adapt, where possible, resources and techniques to suit a wide range of learners</p> <p>To take account of variety of learning styles when teaching</p>	<p>Identify pupils who need additional help</p> <p>To comply with the Equality Act 2010</p> <p>To ensure collaboration between school and homes Introduction and refreshers of Pro-active</p> <p>Provide a range of assessment material to assist in evidencing progress BSquared used moving to Arbor April 2025</p> <p>Use of interactive ICT resources Improved ICT</p> <p>CPD for staff.- Sensory processing / Thrive / Zones of regulation Additional training in place Proactive approaches embedded Trauma Informed practice and training</p> <p>Advice to be taken from specialists – Additional clinical support in place</p>	<p>HT and all teachers</p>	<p>ongoing</p> <p>Updated Summer 2024</p> <p>September 2024 – audit of environment</p>	<p>Clear collaborative working</p> <p>Strategies evident in classroom practice</p> <p>Children with SEN supported and accessing curriculum</p> <p>Progress made against IEP targets</p> <p>Learning styles and activities evident in lessons</p> <p>Resources evident in classrooms</p>

	Create strong links with external partners e.g. Advisers, Social Service, Health Service, Speech and Language therapists, Specialist teachers.	Multi agency working			
Increase access to the curriculum for pupils with a disability	<p>Medium and Long Term</p> <p>Should it become necessary, Braille signs for visually impaired children will be installed</p> <p>Should it become necessary, a sound loop for hearing impaired children will be installed.</p> <p>Have appropriate seating and desk support available to provide necessary back support where required.</p> <p>Ensure children with disabilities have access to extra curricula activities both theoretically and practically</p> <p>Additional staff will be allocated (ratio's) to accompany solely those children with specific needs. Wheelchair access bus/coach transport would be used if required. Risk assessments will be carried out for chosen trip locations.</p> <p>Ensure all children with disabilities can access school trips unless a full risk assessment indicates that participation should not take place.</p>	<p>Identify in pupils IEPs</p> <p>All staff to be aware of each pupil's needs</p> <p>Trips and visits to take into account pupils with disabilities.</p> <p>Advice to be taken from specialists to ensure appropriate and relevant resources in place</p> <p>Additional clinical input through Psychotherapist and Educational Psychiatrist on site part time ATSSA (Attachment and Trauma Sensitive School Award) gained in Bronze and Silver and gold</p> <p>Wheelchair access to top floor is to be considered</p>	HT and all teachers	Termly/ Annually dependent on need	<p>Clear collaborative working</p> <p>Strategies evident in classroom practice</p> <p>Children with SEN supported and accessing curriculum</p> <p>Progress made against IEP targets</p> <p>Learning styles and activities evident in lessons</p> <p>Resources evident in classrooms</p>

	Use appropriate resources to aid children with dyslexic type difficulties				
Improve and maintain access to the physical environment	<p>Short Term</p> <p>Improve the physical environment of the school</p> <p>Ensure visually stimulating environment</p> <p>Ensure all children are able to be involved in school activities</p> <p>To ensure that the medical needs of all pupils are met fully within the capability of the school</p> <p>Ensure disabled parents have opportunities to be involved</p>	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p> <p>Colourful, lively resources displayed.</p> <p>Create access plans for identified pupils.</p> <p>To liaise with families and external agencies.</p> <p>To provide relevant training for staff and establish individual protocols where necessary.</p> <p>Arrange interpreters if required to communicate with deaf parents</p> <p>Offer a telephone call to explain letters home for some parents who need this</p> <p>Adopt a more proactive approach to identifying the access requirements of disabled parents</p> <p>Ongoing. Bespoke packages for individual pupils dependent on need. Development of 1ACE to support,</p>	<p>HT and Five Rivers whole company approach</p> <p>HT and all staff</p> <p>SLT</p>	<p>December 2023 and ongoing</p> <p>Updated Spring 2024</p>	<p>Enabling needs met where possible</p> <p>Stimulating, positive learning environment created</p>

<p>Improve and maintain access to the physical environment</p>	<p>Medium and Long Term</p> <p>Continue to develop facilities.</p> <p>To ensure all surrounding areas of the school are safe.</p>	<p>Action for the school development plan Identify fundraising opportunities.</p> <p>Risk Assessments in place.</p> <p>Material change was granted October 2023 to support waiting list for children with SEND.</p> <p>Regular review of classrooms and resources.- RA to be completed around satellite. Cabin in New Forest when complete</p>	<p>HT and all staff</p>	<p>Termly/ Annually dependent on need</p> <p>Updated Summer 2024</p>	<p>Inclusive facilities</p> <p>No accidents</p>
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Short Term</p> <p>To use a range of communication methods to ensure information is accessible.</p>	<p>Investigate symbol software to support learners with reading difficulties.</p> <p>Raising awareness of font size and page layouts will support pupils with visual impairments.</p> <p>Auditing the school library to ensure the availability of large font and easy read texts will improve access.</p> <p>Auditing signage around the school to ensure that is accessible to all.</p>	<p>HT and all staff</p>	<p>December 2023</p> <p>Updated Spring / summer 2024</p>	<p>Communication is accessible</p>
<p>Improve the delivery of information to pupils with a disability.</p>	<p>Medium and Long Term</p> <p>To regularly review pupils' records to ensure full awareness of any disabilities</p>	<p>Information collected for each student.</p> <p>All staff to read and have access to student risk assessments and IEPs.</p> <p>Regular meetings.</p> <p>Annual reviews.</p>	<p>HT and all staff</p>	<p>Termly/ Annually dependent on need</p>	<p>All staff aware of pupils with disabilities</p>

		Significant health problems: all staff fully aware of each student. Information kept on file accessible to school staff.		Ongoing review due to nature of pupils. Updated Spring 2024	
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4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality and diversity policy
- Special educational needs (SEND) policy.
- Medication policy