



Single Equality and Accessibility Plan

Introduction

Rendell Primary School is committed to enabling all young people to achieve their full potential, academically, emotionally, physically and spiritually. In particular, the school recognises its responsibility under the Disability Discrimination Act, which prevents discrimination against disabled people in their access to education.

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

The Governing Body, therefore, recognises its duty:

- Not to discriminate against disabled children in their admissions or provision of educational services
- Not to treat children less favourably
- To take reasonable steps to avoid putting disabled children at a substantial disadvantage
- To publish an Accessibility Plan

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

The plan will be made available online on the school website, and paper copies are available upon request.



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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.

We have included a range of stakeholders from the school community in the development of this accessibility plan.

The Disability Access Plan

The plan aims to improve access to all aspects of education at Rendell Primary School and is organised in such a way that helps to remove any existing barriers to pupil learning. It also aims to look positively at ways in which existing difficulties can be overcome. In this way, the school is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

- Improvements in access to the curriculum by:
 - Providing for all children a curriculum, which is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all children, regardless of any impairment, may benefit fully from it.
- Physical improvements to increase access to education and associated services by:
 - Ensuring that the school buildings and grounds are fully accessible to children with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids, to ensure that education programmes in the school can be accessed fully by all children.
- Improvements in the provision of information in a range of formats for disabled children by:
 - Providing children and their parents/carers with information about the school and its curriculum in a format that takes account of any disabilities

Accessibility Action Plan 2020-2024

Improving access to the curriculum		
Target	Strategy	Outcome
To plan and implement improvements and adaptations to the curriculum to meet the needs of new children with disabilities	Review the school curriculum by projects in each year group as they are delivered. Make any necessary adaptations to meet the needs of all groups of children. Review reading materials to ensure there is a broad and accessible range available to all children.	Curriculum plans, resources and accessibility are inclusive for all children.



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To improve provision for children with SEND	Review current systems, identify weaknesses and create an action plan to improve outcomes.	Training and resources strengthened to meet the needs of SEND pupils.
To improve progress for children with communication and language difficulties	Review current resources and interventions. Provide CPD for staff that enables them to deliver interventions to meet targeted need. Ensure the curriculum is adapted to meet individual need. Work with SALT to develop staff skills.	Strengthened range of resources and staff skills enable individual needs to be met flexibly and thereby maximise progress for all children.
To improve the attainment and participation of children with social, emotional and mental health difficulties	Review learning mentor support. Increase learning mentor capacity within school. Increase ELSA training. Sign post parents to support. CPD for staff on supporting SEMH issues.	Internal capacity to support SEMH increased and impacting positively on outcomes and engagement. Staff awareness of SEMH and how to support identified children improves.
To promote and take part in inclusive PE events	To ensure that identified pupils have access to the designated competitions. To recognise and celebrate both participation and achievement through Assemblies, Newsletters and Displays.	More children are participating and enjoying a greater range of sports and competitions.
Improving the physical environment and resources		
Target	Strategy	Outcome
To ensure all current projects and future alterations are fully accessible to all children	To discuss plans with H&S consultants / officers with reference to design and H & S requirements.	All development projects to allow full access to children with a wide a range of disabilities.
Future “decoration” of the buildings to cater for visually / hearing impaired children	To take appropriate advice and reference the guidelines.	Improved classroom decoration and double glazing.
To improve the provision of IT equipment for children with SEND.	Audit current provision and identify additional equipment and programs that support needs of a range of pupils. Provide training so that staff can plan effectively to use the equipment / programs within the curriculum.	Evidence shows that IT equipment and programs are being used appropriately to support learning and access for children where appropriate.



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Improving the provision for information		
Target	Strategy	Outcome
To improve communications with disabled pupils	To ensure that the school website is clear, simple and easy to use.	Feedback from parents and pupils demonstrates website is easy to use and navigate.

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