



***Reynalds Cross Vision:***

*Reynalds Cross is a safe, supportive and fun environment  
that nurtures individuality and enables  
every child to flourish to be the best that can be.*

# Accessibility Plan

**Date adopted:**

**May 23**

**Next Review date:**

**May 24**



## **INTRODUCTION**

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 all pupils can participate in the curriculum
- Improve the physical environment of the school to enable pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to all pupils.
- Reynalds Cross 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **Sources of Information**

School has set the priorities for the development of information to support the school's accessibility through:

1. Whole school evaluation
2. Discussion with parents/carers at their child's annual review/ informal conversations/ questionnaires
3. Government agendas re: inclusion/extended school
4. The changing needs of the pupils within school
5. The wider outcomes of the LA and Government initiatives.
6. Discussion with pupils and young people re: views and aspirations

### **Legislation and Guidance**

1. 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](#).
2. 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.
3. 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.

### **ACCESS TO THE CURRICULUM**

TARGET	ACTION	COSTS	Success Criteria
Enhance equipment to improve access to the	Review pupil needs on entry and throughout the year.	£50,000	All pupils have access to

curriculum for pupils with additional needs	Purchase seating, standing equipment dyslexia filters, weighted blankets and Eye Gaze software.		adapted provision in order to safely and comfortably access the curriculum
Improve staff knowledge, skills and pupil provision for physio swimming	Identify pupils for physio swimming intervention. Employ trained swimming physio to offer a physio programme to pupils	£2,500	All pupils have access to swimming
To review current medical training requirements	Identify medical needs of pupils to ensure staff are appropriately trained		Staff have the skills and knowledge to ensure the medical needs of the pupils are met
Improve access to swimming	Continue to promote the after school swimming club so that pupils with physical disabilities can access this as a leisure opportunity with their parents	£3000	Pupils and parents to have opportunities after school for swimming

### ACCESS TO THE PHYSICAL ENVIRONMENT

TARGET	ACTION	COSTS	Success Criteria
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>-</li> <li>- Create a hard footpath through the playing field to make this space accessible to pupils with physical disabilities.</li> </ul>	£15,000	All pupils will have access to the playing field space.

#### **Monitoring the success of the plan**

Governors will be required to monitor and identify revisions as necessary. Evaluation will include:

- Success in meeting targets
- Changes in physical accessibility of school buildings
- Recorded evidence of increased accessibility/levels of progress

- OFSTED inspections