

Ribble Drive Community Primary School



ACCESSIBILITY PLAN 2026 to 2029

Introduction

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that "schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation".

The Local Governing Body (GB) is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Aims

Ribble Drive Community Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning, allowing all children to achieve and participate fully in school life.

Ribble Drive Community Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

This will enable us to realise both our Mission Statement:

"Working together for children and families."

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

This policy supports Articles 2 (Non-Discrimination), 3(Best Interests of the Child), and 28(Access to Education), 6 (Life, Survival and Development), 28 (Right to Education): UNICEF: The Convention on the Rights of the Child.

Definition of disability

According to the Equality Act 2010 a person has a disability if he/she has physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Safeguarding

All members of the school will ensure that physical accessibility will take into consideration the safeguarding requirements of the whole school. Where there may be a compromise, this will be managed, striking a balance in terms of risk. All members of the school are equally considered in terms of safeguarding children.

The Current Range of Disabilities within Ribble Drive Primary School

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

For all children that have medical needs a care protocol is agreed with their parents or carers, and it is displayed on the noticeboard in the headteachers' office, main school office and on the staff room medical noticeboard. A copy is also kept in the teacher's class desk drawer/inside of cupboard for any supply staff.

We have a few children who have asthma and some children with allergies or food intolerances, some of these are serious and require EpiPens to be kept on site.

The school has competent First Aiders who hold current First Aid certificates.

All medication is kept in the office or in the classroom. It is kept in a secure place which is easily accessible for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered at the discretion of the Head Teacher.

Aspects of the Plan

Section A – Equality & Inclusion

The Accessibility Plan considers legislation regarding Equality and Inclusion. This involves ensuring that barriers to equality are addressed and as far as possible removed.

Targets	Strategies	Desired Outcome	Responsibility
To ensure that the Accessibility Plan is regularly reviewed by LGB.	Clerk to the Governors to add to agenda as required.	Plan reviewed and relevant legislation adhered to.	Headteacher H&S Governor
To improve staff awareness of disability and medical issues.	Review training needs. Provide training as necessary or appropriate.	Disability and medical issues are identified and addressed by all staff.	Headteacher
To ensure all policies where necessary, consider implications of disability access.	During policy reviews, consider and include measures to address disability access.	Policies fully include issues related to disability and reflect current legislation.	Headteacher Governors
To ensure that educational visits are accessible for all children.	Ensure each new venue is vetted for appropriateness	Educational Trips used are fully accessible for children.	Teachers EVC Coordinator

Section B – Physical Environment

Ribble Drive's Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate. The objective is to enable those with disabilities to take better advantage of education, benefits, facilities and services provided.

Targets	Strategies	Desired Outcome	Responsibility
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors and existing disabled parent. Ensure suggested actions are implemented. 2 Lifts now fitted to allow access to all KS2 classrooms	All areas of the school's physical environment are accessible for all.	Governors Headteacher H&S Governor
To ensure that all rooms and areas are accessible to all members of the school community.	All members of school to ensure that untidiness and layout of furniture do not restrict access.	All classrooms and areas are tidy, well managed and allow ease of access for all.	All Staff
To improve access to the playground for children and adults with a physical disability.	Renewed access path to the playground via OOSC room ensure suitable gradients for wheelchair access.	Playground is accessible for all.	Governors Headteacher H&S Governor
Ensure all disabled pupils can be safely evacuated.	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils. Put in place Personal Emergency Evacuation Plans (PEEPs) for all pupils with difficulties	All disabled pupils and staff working alongside are safe in the event of a fire or emergency.	All Staff
Improve the ease of movement in all classrooms for children with a disability.	Evaluate the amount of free space in all classrooms, ensure that space is used effectively.	Children with a disability can move around classrooms and areas easily.	All staff

Section C – Access to the Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum, such as access to after-school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

Targets	Strategies	Desired Outcome	Responsibility
To ensure Quality First Teaching across school through provision of relevant staff training	Identify staff training needs, provide training to ensure QFT. Ensure all children can access the curriculum and receive quality provision.	QFT is evident in all classrooms. Raised staff confidence in supporting children's needs.	Headteacher SENCO
To continue to train staff, as necessary, to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff can enable all children to access the curriculum.	SENCO Teachers
Staff to develop skills to deal with children who have specific disabilities.	Organise specific training for staff to support children who experience specific disabilities. (When appropriate)	Staff are equipped to support children with disabilities within their class.	Headteacher Teachers SENCO
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary.	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Headteacher Teachers
To provide specialist equipment, where appropriate, to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, writing slopes etc.	All children will be able to work as independently as is possible.	Teachers Teaching Assistants SENCO

Improve children's awareness of disability issues.	Continuing theme during PSHE and assemblies. PSHE curriculum and assemblies to be used to raise awareness of different disabilities.	Pupils are respectful and understand physical diversity.	Headteacher Teachers
To ensure all children can access all out of school activities. e.g. clubs, trips, residential visits etc.	A real commitment to inclusion of all children in all activities and events.	All providers of out-of-school education comply with legislation to ensure that the needs of all children are met.	Teachers Educational Visits Coordinator (EVC)
To work with children with social, emotional and mental health (SEMH) difficulties and their parents.	Individual counselling for children with difficulties e.g. self-esteem, anger management and attachment issues.	Conversations with children and members of support groups as incidents arise show confidence in the strategies being used show reduction of incidents.	Headteacher Teachers SENCO Pastoral Team

Section D - Written & Other Information

The Plan includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events.

Targets	Strategies	Desired Outcome	Responsibility
To ensure all members of the school community can access necessary information easily	Written information will be provided in alternative formats where necessary	Parents/Carers with needs will have the same access to information as any other parent/carer	School Business Manager Headteacher
To ensure any reporting, feedback, communication to Parents/Carers caters for those with non-physical disabilities	Encourage two-way communication, observe client sensitivity, use non-threatening language, avoid jargon and encourage parents into school to discuss matters if they prefer	Parents/Carers can access reports and feedback	Headteacher Teachers
To ensure that all staff are aware of guidance in accessible formats	Guidance and training for staff in developing a range of presenting formats	Staff can produce information in a range of formats when required	SENCO

Revised: Summer 2026

Review: Summer 2029