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**RAF BENSON COMMUNITY PRIMARY SCHOOL**  
**POLICY DOCUMENT**  
**Accessibility Policy and Plan**

Signed: <i>S Fawdry</i>		Date: October 2025	
Head Teacher			
Policy has been adopted/reviewed by Governing Body:			
Signed: <i>R Irwin</i>		Date: October 2025	
Chair of Governors			
<b>Linked Policies</b>	More Able & SEND SEND Report Equality Supporting Pupils with Medical needs		

# Accessibility Policy and Action Plan

## Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for pupils with a disability as stated in the Equality Act 2010 and the SEND Code of Practice 2014. This plan will be reviewed regularly and will be updated every four years.

This plan complements our SEN Information Report, Equalities Policy and Supporting Medical Needs in School.

## Legislation and Guidance

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

*'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out 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.

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Some, but not all, pupils with a disability also have Special Educational Needs (SEN) and may be receiving support via school based SEN provision or have an Educational Health Care Plan.

Just because a pupil with a disability has SEN does not take away the duty to make reasonable adjustments for them. In practice, of course, many pupils with a disability who also have an EHCP will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some pupils with a disability will not have SEN, and some pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

RAF Benson Community Primary School recognises its duty:

- a) Not to discriminate against pupils with a disability in their admissions and exclusions and provision of education and associated services.
- b) Not to treat pupils with a disability less-favourably.
- c) To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
- d) To publish an accessibility plan.

The Governing Body of RAF Benson Community Primary School recognises its duty to:

- a) Increase the extent to which pupils with a disability can participate in the curriculum.
- b) Improve the physical environment of the school to enable pupils/adults with a disability to take better advantage of education, benefits, facilities and services provided.
- c) Improve the availability of accessible information to pupils or parents/carers with a disability.

RAF Benson Community Primary provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs and
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **What do we do to collect information about our children?**

- We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.
- We collect information from previous schools where pupils transition in other year groups and mid-year. We also send information on to next schools in a timely manner and will usually contact the school by telephone or email ahead of the pupil leaving us.
- We liaise with the Local Authority, and previous Local Authorities when necessary.
- We liaise with parents and professionals involved with the pupils to ensure we provide the right care for their needs.
- Discussion with parents are undertaken for all children beginning Reception and if any children have additional needs the LA and health nurses, if applicable, are contacted for support and guidance.
- Transition meetings are held between class teachers each year.
- Staff are trained in the use of epipens and asthma inhalers.
- All staff hold current paediatric first aid qualifications.
- Pupil Learning Profiles are completed for children on the SEND register.
- Individual Health Care Plans are completed for all children with medical needs.
- Intimate care plans completed for those who need personal care.

## Access Audit

We take advice on support needed for pupils with disabilities and work with specialists to ensure these pupils have the support necessary to fully include them in the life of the school.

We review our plan based on the current and past demographic and in consultation with relevant parents to ensure that we are meeting the needs of all.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- SENDCO and Senior Leadership Team have an overview of the needs of pupils with a disability.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partnership schools where possible
- Pupils with a disability have access to extra-curricular activities.

## Access Around our School

RAF Benson Community Primary consists of a multi-levelled premises with wide corridors and several access points from outside. EYFS, KS1 and KS2 areas are all accessible with wide door access to all rooms both internal and external. The hall is in a raised part of the school compared to most other classrooms with an access ramp making it accessible to all.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has a low reception desk window; this being fully accessible to wheelchair users. There are disabled toilet facilities available in the main school corridor, which is fitted with a handrail and a pull emergency cord.

The school has clear internal emergency signage. All outside areas are slabbed or tarmacked and are fully accessible to wheelchair users. Assistance will be needed for wheelchair users going down the ramp from the main corridor to the outside area.

All classrooms are fitted with appropriate lighting and interactive whiteboards; font sizes and colours as well as background colours of the screen can be amended to meet individual needs. Other resources are used in classrooms as needed for example laptops, iPads, writing slopes etc.

All pupils have opportunities to join age relevant extra-curricular activities beyond and within the school day. All pupils are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all pupils may participate. Advice is sought from other adults involved with pupils who may have special requirements.

School makes additional provision for pupils with special educational needs and disabilities to access the curriculum through the SEN Framework.

## Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school. T

here might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

## Charging Arrangements for Making Reasonable Adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

## Training

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## Complaints

Our 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.

## Plan Availability

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

- A copy is available on the school website
- Paper copies are available from the school office

It is a requirement that the school's Access Plan is resourced, implemented, and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan

## **Areas on the Plan**

### **a) Improving access to the physical environment of the school**

This includes improvements to the physical environment of the school and physical aids to access education.

RAF Benson Community Primary will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual pupil. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

### **b) Increasing access to the school curriculum**

This includes teaching and learning and the wider curriculum of the school including extra-curricular activities, educational visits.

Improving the quality of learning and teaching lies at the heart of the school's work.

Through self-review and Continuous Professional Development, school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every pupil's needs within inclusive classes.

### **c) Improving the delivery of written information to pupils and adults with a disability**

This will include planning to make written information that is normally provided by the school to its pupils and community available to pupils and adults with a disability.

In planning to make written information available to disabled pupils and/or parents we will establish the exact need and then aim to meet it. We will use Local Authority expertise, where available, and support agencies as well as ICT to access a range of materials supportive of needs. Teaching and support staff will always need to be sensitive to presenting materials to pupils in appropriate formats.

The school makes its accessibility plan available on the school website. All policies and documentation can be produced in different formats such as large print upon request.

## 1. Improving Access to the Physical Environment of the School

Improve access to the Physical Environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

### Physical Environment Access – The Current Position:

- The building is wheelchair accessible.
- Accessible toilet facilities available within the school.
- Space for small group work and individual work for targeted learners.
- A physical environment that is safe and welcoming.
- Handrails on stairs
- School exceeds the level of compliance in the OCC Health and Safety Audit annually.

	Target	Actions	Responsibility	Outcome
1.1	For pupils' needs to be met through making appropriate adaptations to timetabling, classrooms and school premises e.g. visual Impairment, hearing Impairment, wheelchair / walking stick user	Movement through the school – ensure pupils with any disability have the opportunities for free movement within the school which may mean teachers allowing them to leave classes a few minutes earlier so they feel safe and secure on stairs and in corridors	SENDCo / Site Manager  H&S Governor to Monitor annually	All pupils feel safe moving through the school.  Modifications have been made to the school building to ensure that it is accessible to the users with a need as necessary.
1.2	The school has accurate information on the access needs of pupils, staff, governors and parents/carers.	SENCO to ensure parent and pupil meetings ask about any physical access issues or considerations needed. Develop individual access plans for any pupils with disabilities if required.	SENDCo	The access needs of all school users are known and met.
1.3	All staff are aware of any	Training for all staff on		Staff are aware of their responsibilities regarding

	barriers to physical access to the school building or within it and the school grounds.	ensuring that the physical environment is accessibility to all e.g. classroom layout, visuals, auditory awareness		access and equality. The classroom environment supports the needs of individuals with disabilities.
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## 2. Increasing Access to the Curriculum

Increasing access to the **Curriculum** of the school, ensures that training for staff, amendments to learning aids and targeted interventions gives equal to access education within a reasonable timeframe.

### Curriculum Access – The Current Position

- Curriculum planned to meet all needs of learners.
- Teachers differentiate for a number of abilities.
- Resources widely available to support learning.
- Staff have received a number of training sessions linked to SEND.
- SENDCo liaises with teachers and TAs to ensure that provision is targeted.
- Intervention groups focus on eliminating gaps and ensuring rapid progress.

	Target	Actions	Responsibility	Outcomes
2.1	To ensure that the curriculum provision meets the needs of all pupils including pupils with a range of SEND.	SENDCo is fully trained in line with Statutory requirements and access to updates, resources and information to lead SEND in school and ensure that provision meets need.	SLT SEND Gov to monitor	Staff feel well- supported professionally and are able to support pupils to access the curriculum.
2.2	To ensure that SEND need is identified swiftly and provision for learning made	SENDCo will have a range of assessments available as well as access to specialists e.g. Educational Psychologist and Specialist Teaching Team (C&I, Autism Support) to help in the diagnostic assessment of SEND as well as ongoing formative assessments.	SENDCo SEND Gov to monitor	Staff will be able to use diagnostic and other assessments tools to meet provision for SEND quickly and effectively
2.3	To continue to train staff to	SENDCo to review the needs	SLT / SENDCo	Staff are able to support pupils to

	enable them to meet the needs of pupils with a range of SEND.	of children and provide training for staff as needed.	SEND Gov to monitor	access the curriculum.
<b>2.4</b>	To ensure that all pupils are able to access all extra-curricular activities activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	SLT SEND Gov to monitor	All providers of extra-curricular activities will comply with legislation to ensure that the needs of all children are met.
<b>2.5</b>	To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the pupils in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	SENDCo SEND Gov to monitor	Pupils will develop independent learning skills.
<b>2.6</b>	To meet the needs of individuals during annual statutory tests e.g. Phonics, KS1 and KS2 tests.	Pupils will be assessed in accordance with expected procedures but additional time, use of equipment, location etc. will be applied for as needed	SLT/ Class teacher with SENDCo advice SEND Gov to monitor	Barriers to learning will be reduced or removed, enabling children to achieve their full potential

### 3. Improving Access to Written Information for pupils and adults with a Disability

Improve access to Written Information connected to the school and pupil progress and attainment so that users requiring such information in an alternative format or method can access this within a reasonable timeframe.

#### Written Information Access – The Current Position

- All relevant policies and newsletters are places on the school website.
- The school website (excluding documents uploaded) can be translated into a number of languages using a feature at the bottom of the home page powered by Google.
- The Accessibility Plan is uploaded onto the website for people to see our intentions.

	Target	Actions	Responsibility	Outcomes
3.1	To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary	Headteacher/ School Office  FGB to monitor	The school will provide written information in different formats/sized when required for individual purposes.
3.2	To ensure that the way information is presented in class is suitable to individual needs.	Staff training on inclusion strategies when presenting information to pupils with disabilities in class. Support from other professionals in meeting individual pupils needs e.g. enlarged texts, symbols, modified language, use of ICT.	SENCO and all leaders	All pupils are able to access learning in lessons. Monitoring of lessons show that teachers meet the needs of pupils in lessons.
3.3	To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings or meetings regarding their child in	Staff to hold parents' evenings online or send home written Information	Class Teacher  FGB to monitor	Parents are informed of pupil progress.

	other ways e.g. phone calls.			
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