

Rimrose Hope CE Primary School



Accessibility Plan 2025-2028

SCHOOL ACCESSIBILITY PLAN 2025-28

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body.

Purpose of Plan

The purpose of the this plan is to demonstrate how Rimrose Hope CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):
“A person has a disability 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 carry out normal day to day activities”.

Areas of Responsibilities

- Improving access to the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Increasing access for disabled pupils to the school curriculum, which includes teaching and learning and the wider curriculum of

the school, such as participation in after school clubs, leisure and cultural activities or school visits.

- Improving the delivery of written information to disabled pupils, which is provided in writing to pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable timeframe.

Rimrose Hope CE Primary School aims to treat all pupils, prospective pupils, staff, governors and other stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. School aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimize any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in school.

Contextual Information

Rimrose Hope is a fully accessible two storey building. The school was built in 2009. It has full access to all rooms via a lift. All doorways facilitate easy access for wheelchair users and there are no trip hazards either from the exterior or internal doorways. A hearing loop has been installed at Reception. The interior colour scheme in corridors and in classrooms purposefully contrasts the flooring with the wall space to aid orientation for the visually impaired. All light switches and computer switches are placed at a height that can be easily reached by wheelchair users. The school has ramped access through all entrances and exits. It has disabled toilet and changing facilities on all levels. There are 17 car parking spaces, 2 of which have been allocated for disabled parking only.

Current Range of Known Disabilities

The school has pupils with a range of disabilities that include: ASD, ADHD, Physical disability, Dyslexia, Hearing impairment, visual impairment and CLD.

We have a number of pupils diagnosed with asthma and all staff are aware of these pupils. Inhalers are kept in the classrooms and a record of use is noted.

A number of pupils have food allergies or intolerances / cultural food choices. Relevant staff are aware of these pupils and nominated staff have received appropriate training delivered by the school nurse. Pupils with food allergies have a care plan that is regularly reviewed and updated.

All medical information is collated and available to relevant staff.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure location for easy access for First Aiders and nominated staff. Administration of medicine consent forms are completed by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

School has 2 defibrillators on site. All staff have been trained in the use of this equipment and are aware of their location.

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Target	Strategies	Outcome	Timeframe	Member/s of staff responsible	Achieved
Physical Environment To ensure that wherever changes are made to the school buildings and grounds that they remain accessible for all pupils and adults.	Audit of accessibility of school buildings and grounds by Head and Governors. Suggest actions and implement as budget allows	Modifications will be made to the school building where appropriate to improve access.	Ongoing	L Crilly M Rogers Ivan Guy	
To ensure that there are adequate/safe pathways in all classrooms and public spaces for pupils and adults with mobility issues.	Regularly inspected and risk assessed by site manager/HS consultant.	All facilities are in good use. Good practice is established	Ongoing	M Rogers Class Teachers Ivan Guy	
Curriculum Increasing the extent to which disabled pupils can participate in the school's curriculum enrichment programme.	Questionnaire to parents to establish needs of the children. Ensure all children have equal access to the curriculum enrichment opportunities and that no pupil is penalised because of their disability.	All children have equal access to the curriculum Ensure resources/staffing reflect the needs of the pupils and the range of disabilities	Ongoing	L Crilly S McMinn Class Teachers	
Teacher and Teaching Assistants training	Any relevant training is accessed by appropriate staff.	All children have equal access to the curriculum.	Ongoing	L Crilly S McMinn SENDCO	
School trips are accessible Specialist equipment/participation PE curriculum/access	All School trips are accurately risk assessed and made accessible as far as possible. OT/physiotherapist contacted if any issues regarding accessibility.	Ensure resources reflect the range of disabilities. All staff are confident in delivery.	Ongoing	Class Teachers PE Coordinator	
Written Information To ensure that all parents/carers and other stakeholders can access information.	Through collection of data/information ensure all parents/carers have access to information readily.	All parents/carers have access easily to all information	Ongoing	L Crilly	
Access to Parents' evenings.	Any issues for Parents with access to Parents evening offer alternative methods e.g. Phone call	All parents/carers have opportunity to access parents evenings.	Ongoing	L Crilly	
Equality and Inclusion D.A.P.becomes an annual	Report to Governors in	All governors are kept informed		L Crilly Chair of	

agenda item Full Governing Body.	Autumn term	about equality issues Equality and Inclusion to be a standing agenda item at govts.		Govs.	
Staff awareness of disability issues. Re accreditation of DFS Award	All staff informed through tracking system/pupil progress meetings/SEN meetings/training	All staff are kept well informed about equality issues and feel confident that any concerns will be addressed.	Autumn Term INSET Spring Twilight Termly Meetings	S McMinn SENDCO	
All policies consider implications of disability access protocol.	Ensure policies where appropriate cross reference disability access protocol.	Policies reflect same messages/protocols.		L Crilly	
Positive imaging of disabled people.	Regular assemblies to raise awareness of, and promote positive attitudes towards people with disabilities. To continue with community access projects which encourage positive integration with people with physical or learning difficulties. Ensure school literatures carries positive images of all pupils, especially those with a disability.	Pupils show empathy towards their peers. Reports of bullying because of disability remain the exception and not the rule.	Half Termly assemblies	All Staff	

Linked Policies

This plan will contribute to the review and revision of related school policies.

Policy Agreed: October 2025

P Cummins - Chair of Governors:

L. Crilly – Headteacher: