



R A Butler Academy

Accessibility Plan for 2023-26

The Equality Act 2010 requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

The Governing Body has had three key duties towards disabled pupils under the Equality Act.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

The Saffron Academy Trust Facilities Team conduct an Accessibility audit on RAB every 2 years (next audit due April 2025). The resulting actions feed into the targets in the Accessibility Plan.

It is the responsibility of the whole school community to implement this scheme in a manner, which promotes the inclusive ethos of our school.

January 2025 updates in colour

Green – complete

Orange – on-going

Black – not started

Focus 1 - Access to Premises/Physical Environment					
Target	Action	Timescale	Resources	Responsibility	Outcome
To have accessible space to support children with C&L and SEMH needs	To install SEND Hub (rear of Y2) and furnish appropriately	Spring 2024	Essex SEN money	Head SENCO SBM Resources Committee	Planned interventions for children with sensory needs can be implemented. Children who need one, will have a safe place
To continue to improve washroom and toilet facilities	Appropriate signage. Accessible locks. Clear clutter Y2	Summer 2024	Premises	SBM Resources Committee	Toilets are easily accessed for all
To improve access throughout internal areas of school	When need arises, install ramps / lifts to 3 stair areas.	When necessary	SCA	SBM Resources Committee	School is easily accessed for all
To ensure steps are safe and clearly seen by all	Refresh yellow edging to internal and external steps throughout school	Annual (summer holidays)	Premises	SBM Site officer	Steps are clearly visible

Focus 2 - Access to Curriculum (Learning and Social)					
Target	Action	Timescale	Resources	Responsibility	Outcome
Allow SEN children easier access to curriculum	Audit resources. Allocate resources as support plans recommend (fidget toys, concentration screens) Purchase further I-pads	Summer 2024	£1000 Clicker £1000 IT	Inclusion Team	SEND children more able to access the curriculum and concentrate
Develop more opportunities for children with SEND to access extra-curricular clubs and activities	Provide a wider range of SEND friendly clubs e.g. curling and boccia	Summer 2024	£200	Sport Leader SENCO	Increased numbers of SEND children taking part
To ensure all children have high attendance	Regular attendance review meetings Follow up with parents	Throughout the year	Attendance meetings	SLT Welfare and Attendance & Welfare officer	Good attendance for all

Focus 3 - Access to Training / Information					
Target	Action	Timescale	Resources	Responsibility	Outcome
Whole school training for TPP Strategies	Training delivered by SS	Summer 2024	TPP programme	SENCO	All Staff equipped with more strategies
Other training in response to identified needs	Organise training	When necessary	TBD	SENCO	Increased understanding of SEND
All Class teachers and support staff trained to promote equity and accessibility to the curriculum	Regular training	Summer 2025	CPD budget Ordinarily Available Framework	SENCO SLT	All Support Staff using these techniques to promote accessibility
Appropriate staff trained in specific medical care areas – intimate care, diabetes, anaphalaxis, epi-pen etc	Arrange regular First Aid updates through school based school nurse. Liaise with Diabetic care team as necessary to ensure training up to date. School nurse to be trained to deliver all inschool training	When necessary	School Nurse First Aid training budget SENCO	SBM Headteacher School Nurse SENCO	All staff trained to meet the needs of pupils as appropriate

	SBM to arrange regular First Aid updates from external provider Half termly MDA training Monthly newsletters sent to all staff				
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Focus 4 – Working with Parents					
Target	Action	Timescale	Resources	Responsibility	Outcome
To run SEN Forums with specific subjects	To invite outside speakers to these sessions	Throughout the year	Refreshments	SENCO	To offer training to parents on subjects of their choice
To increase access for parents for supporting children's mental health	Signpost parents to MIND family worker	Throughout the year	Access to MIND family worker	SENCO	Parents feel well supported
To ensure all children have high attendance	Regular attendance review meetings Follow up with parents	Throughout the year	Attendance meetings	SLT Welfare and Attendance & Welfare officer	Good attendance for all