



# **UpHolland Roby Mill C of E Primary School**

**In our Church school community, everyone is valued, nurtured, unique and individual. Through our faith, we hope everyone will live, learn and love fully. Guided by our Christian values, we strive to develop strength and courage so our children meet the challenges of an ever-changing world.**

**‘We are brave and strong and stand fast in faith; all that we do, we do in love.’ 1 Corinthians 16:13**

## **Accessibility Policy**

**JANUARY 2026**

At Roby Mill Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 "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.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Roby Mill Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Roby Mill CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and

cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Roby Mill CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

☒ Behaviour Policy

☒ Curriculum Policies

☒ Emergency Plan

☒ Health & Safety Policy

☒ School Improvement Plan

☒ Special Educational Needs Policy

☒ Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

Accessibility Plan

Targets	Strategies	Outcome	Time frame	Evaluation and Impact
<b>Physical Access</b>				
School improves the clarity of signs in the school building to benefit pupils with visual impairments and learning difficulties where appropriate.	Evaluate the effectiveness of signage on a needs basis.	Signage improves access to the building for all.	Ongoing.	Independence, inclusion and mobility for all.
School designates an area for toilets, changing and personal cares for people with disabilities.	Evaluate the effectiveness of the disabled toilet available.	Facilities available and appropriate when required.	Ongoing.	The school has appropriate toilet facilities to accommodate physical needs.
School is accessible for all.	Evaluate facilities including access to the outdoor environment. Ensure access to the building is appropriate.	Entry and exits are fully accessible to all.	Ongoing.	School is accessible.
<b>Curriculum Access</b>				
Increased access to the curriculum for disabled pupils.	Evaluate the curriculum opportunities such as clubs and visits to allow all pupils to access them.	Visits to be risk assessed for disabled use and access to transport. Ensure all exits are clear and wheelchair accessible.	Ongoing.	Ensuring all pupils access the wider curriculum of the school and participate in clubs, visits and cultural activities.

Teaching and learning across the curriculum reflects equal opportunities for all.	Teaching and learning includes opportunities to ensure physical diversity in society is represented.	Pupils are respectful of physical diversity.	Ongoing.	The curriculum develops empathy for all.
Teaching and learning is differentiated to take account of individual needs.	The curriculum is constantly evolving to reflect needs and promote diversity.	Curriculum delivery meets the needs of our pupils.	Ongoing.	All pupils access the full curriculum.
<b>Delivery of Written Information</b>				
Written material is available in alternative formats when requested.	Ensure alternative ways of communicating with pupils and parents is available. Website is accessible for all.	School can effectively communicate with all pupils and parents.	Ongoing.	All pupils and parents are fully supported and kept informed.