

Russell Lower School
Access, Disability and Inclusion Plan Spring 2025
Review Spring 2028

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Russell Lower School we work hard to ensure that our culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. We provide pupils with the opportunity to experience, understand and value diversity.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports partnerships with Central Bedfordshire Local Authority to develop and implement the plan. Central Bedfordshire Council has its own Accessibility Strategy for maintained Early Years settings and Schools. This can be found at:
www.centralbedfordshire.gov.uk

Our school's 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.

We have included a range of stakeholders in the development of this accessibility plan, including Talking to children, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake 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.

Associated School Policies and Plans

- SEND Policy
- Curriculum map and syllabuses
- Teaching and Learning Policy
- Assessment Policy
- Staff handbook
- Risk Assessments
- Asset Management Plan
- Health and Safety Policy

Effectiveness

We believe this plan will be effective as all that has been stated is embedded into our culture. The Headteacher and other staff will monitor the effectiveness of this policy and continually strive to further increase access to all.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase the extent to which pupils with disabilities can participate in the curriculum	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum:</p> <ul style="list-style-type: none"> • Adapted scissors • Pencils/pens/grips • Coloured overlays • Touchtyping training • Ear defenders <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils,</p>	<p>To increase staff confidence in adapting the curriculum and lunchtimes for pupils with SEND</p> <p>To raise awareness of internal screening tools so that we can better identify and support children with SEND</p>	<p>Provide disability awareness training to enable all staff to understand and recognize disability issues.</p> <p>SENDCo to republish the list of internal screening tools (COPS, Sandwell, etc) to all staff.</p> <p>SENDCo to ensure that MAPs/EHCP/Provisions contain SMART Targets and provide further training should gaps be identified.</p>	<p>Head/SENDCo</p> <p>SENDCo</p> <p>SENDCo</p>	Ongoing	<p>Staff have attended training and are more effectively catering for SEND children's needs in class so that they are making good progress</p> <p>Staff request SENDCo to conduct observations/screening as appropriate to identify barriers to learning and access appropriate support for children to learn effectively.</p>

	<p>including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p> <p>All children are encouraged to participate in music, drama and physical activities.</p> <p>Staff are trained in medical interventions on a need basis (ie. Tube feeding, changing hearing aid batteries, administering medication)</p>	<p>Staff are aware of appropriate reasonable adjustments for autism, visual impairment, hearing impairment, physical disability.</p>	<p>SENDCo to conduct an audit of reasonable adjustments/adaptations in place and publish this to raise awareness amongst all staff.</p>	SENDCo		<p>Staff have increased awareness of appropriate adjustments and can request the resources to make these adjustments without delay.</p>
<p>Increase awareness of mental health issues and strategies for children,</p>	<ul style="list-style-type: none"> • PSHRE lessons • 5 minutes calm • Breathing techniques • Relationships at school 	<p>To ensure all staff are trained in Therapeutic Thinking approaches (initially Quality</p>	<p>SLT undertake TT training</p> <p>SLT training other staff in TT</p>	<p>SK/NW</p> <p>SK/NW/Staff</p>	<p>2025</p> <p>2025/26</p>	<p>Staff have attended training and are more effectively catering for mental health needs and SEND children's needs in school so that they are making good</p>

parents and teachers via Therapeutic Thinking (TT) strategies	<ul style="list-style-type: none"> • Communication with parents • Emotion Coaching • Well-being Scales • Pastoral Support • Well-being and Resilience team at school • Health and well-being policy • Therapeutic thinking training 	First and then targeted)	A behaviour curriculum is consulted upon and then implemented	NW	2025	progress and behaviour is good
		To write and implement a behaviour curriculum (Y1)	A behaviour policy is written and implemented using the TT approaches and behaviour curriculum	NW	2025/26	Suspensions and exclusions remain low
		To write and implement a 'Therapeutic Thinking' behaviour policy (end of Y1 and into Y2)	Further training and implementation of TT approaches	SK/NW	2025/26	A behaviour curriculum is written and implemented
		To raise awareness of Therapeutic approaches for all children with staff and begin to support parents with these too	Monitor impact of approaches	Wellbeing and resilience group	Ongoing	A behaviour policy is written and implemented
		To increase staff confidence in adapting the	Year 2 and 3 implement targeted training and strategies	NW/SK	2026/27	There is greater awareness of TT approaches and these are supporting children, teachers and parents effectively
			Keep TT approaches as part of the SDP in 25/26 and 26/27	NW/Governors	25/26 and 26/27	There has been a parent workshop with follow up to support them with TT approaches
						Staff feel more confident in dealing

		<p>behaviour curriculum and policy to meet the needs of all children</p> <p>Staff are aware of appropriate reasonable adjustments to support SEND children</p> <p>To share good practice with regard to behaviour management with children, staff and parents</p> <p>To ensure all staff are aware of and can meet the needs of children with SEND</p>			<p>with detrimental or dangerous behaviour</p> <p>Staff make reasonable adjustments using TT approaches</p> <p>Good practice is shared amongst staff, children and parents</p> <p>Children's needs are being met more effectively</p>
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<p>Improve the school's physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height • Coloured marking to steps/change of level where required. • Adapted seating available • Additional toilet equipment (rails, seats) as required • Nappy changing area/shower • Calm low sensory areas are available (corridors, library, The Nest) 	<p>To ensure all partially sighted children and adults can see change in height surface of flooring</p> <p>To ensure all new venues for school trips are vetted for appropriate access before a visit</p>	<p>MC to regularly renew the yellow strip marking at 'step' edges and where there is a change in surface where needed</p> <p>Site walk to identify new areas requiring yellow strip marking</p> <p>All staff to be requesting accessibility plans for any venue visited</p> <p>All staff undertake individual risk assessments where needed e.g. broken arm etc. and know where to access a risk assessment document to record this</p> <p>Larger print books accessed as appropriate</p>	<p>Site Agent Office Manager</p> <p>All staff/HT</p>	<p>On-going</p>	<p>Partially sighted children are fully included at Russell Lower School and the physical environment is not a barrier for them</p> <p>Children are not excluded from any part of a school visit as a result of SEND need. They are fully included</p>
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Improving the availability of accessible information to disabled pupils	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print/enlarged resources • Manipulatives • Pictorial or symbolic representations • Now and next boards • Coloured backgrounds to lynx files • Coloured overlays/paper/ exercise books • Bright PE Equipment • Sensory Circuit/Physio-specific equipment (peanut ball, trolley, trampet, mirror) 	<p>To share good practice with regard to adaptations for pupils with SEND</p> <p>To ensure all staff are aware of and can meet the needs of children with SEND</p>	<p>To complete an audit of the methods of adaptation used and circulate to all staff to improve practice</p> <p>a) By need i.e. Partially sighted/hearing/ASD</p> <p>b) By subject so all curriculum areas are included</p> <p>To develop emergency cards further so they have photos of children with:</p> <ol style="list-style-type: none"> 1) Medical needs 2) SEND 3) PP <p>Completed and now embedded practice</p> <p>To develop use of pupil passports and a 1-page pupil overview to inform staff of main areas of need (ie. Key staff, main area of need, triggers, successful strategies, resources.)</p>	<p>SENDCo/teachers/ LSA</p> <p>SENDCo/HT</p> <p>SENDCo/ Class teacher</p> <p>SENDCo/LSA</p> <p>SENDCo</p> <p>Administrative Assistant</p> <p>SENDCo</p>	Ongoing	Best practice is evident in all classrooms during SEND Deep Dives
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Increase awareness of mental health issues and strategies for parents and teachers	<ul style="list-style-type: none"> • PSHRE lessons • 5 minutes calm • Breathing techniques • Relationships at school • Communication with parents • Emotion Coaching • Well-being Scale • Pastoral Support • Well-being and resilience team at school • Health and well-being policy 	To ensure all staff and parents can identify the signs of mental health issues	Training in mental health, initially for: NW – SMHL and AC/SK – MHFA	NW AC/SK	2022/23	Training achieved
			Training for all staff – Positive Intelligence and Russell Recharge	Teachers/LSAs	Jan 24	Training achieved
		To ensure parents and staff know how to respond positively to mental health issues	Emotion Coaching training for staff and parents (ongoing)	NW/AC/SK	Ongoing	Emotion Coaching training for staff and parent workshop
			Website resources developed	NW/AC/SK		Website developed further and parents informed
		To use the website to signpost staff and parents to resources	Pastoral Role developed			
			Positive Intelligence parent workshop	NW/KP	March 24	
		To upskill Pastoral Support in these areas by	To develop and evolve the well-being action plan each year and update governors termly	NW	Termly 2024/5	Governor minutes Well-being action plan

		attending a MHFA course				
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Finance and Resources Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disability (SEND) information report
- Supporting pupils with medical conditions policy
- Asset Management Plan

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys but only staff access the first floor	None	NA	NA
Corridor access	Wide corridors	Reminders to parents to leave buggies outside	Headteacher	On-going
Lifts	None	-	-	-
Parking bays	Disabled bay in carpark	Reminders on staff briefings to keep this clear	Headteacher	On-going
Entrances	Multiple entrances used	Reminders to parents to leave buggies outside Site Agent and Class teachers to keep classroom door entrances clear of obstacles	Site Agent Class Teacher	On-going
Ramps	In main hall In Y4 corridor	Keep in good order Use high visibility tape where needed	Site Agent	On-going
Toilets	Disabled toilet near main office	Maintain in good order	Site Agent	On-going

Reception area	Wide reception area	Keep obstacle free Support anyone in a wheelchair signing in using Inventory	Office Manger	On-going
Internal signage	All round school Fire Escape Routes	Ensure signs stay up Reorder where necessary	Site Agent	On-going
Emergency escape routes	All round school Fire Escape Routes	Ensure signs stay up Reorder where necessary	Site Agent	On-going