



Riversdale Primary School

A nurturing, ambitious and values led school.

ACCESSIBILITY PLAN

DATE: 5th May 2026

REVIEW DATE: 4th May 2027

AIMS AND LEGAL FRAMEWORK

This Accessibility Plan is drawn up in accordance with the Equality Act 2010 and the school's duties under that Act.

The purpose of this plan is to ensure that Riversdale Primary School continues to improve access to education for disabled pupils by focusing on three key areas:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school
- Improving the availability of accessible information

This plan is implemented in conjunction with the school's:

- SEND Policy,
- Teaching and Learning Policy,
- Equality Objectives.

DEFINITION OF DISABILITY

Under the Equality Act 2010, a person is considered to have a disability if: "they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

Substantial means more than minor or trivial.

Long-term means lasting, or likely to last, 12 months or more.

This includes (but is not limited to):

- sensory impairments (e.g. hearing or visual impairment)
- physical disabilities
- medical conditions (e.g. diabetes, epilepsy)
- neurodevelopmental differences (e.g. autism, ADHD)
- mental health conditions
- learning difficulties such as dyslexia.

Some pupils with SEND may also meet the definition of disability.

VISION AND PRINCIPLES

At Riversdale Primary School, we are committed to being an inclusive, ambitious and values-led school where all pupils:

- feel a strong sense of belonging,
- are supported to access a broad and ambitious curriculum,
- are enabled to achieve strong outcomes,
- develop independence, confidence and resilience.

Accessibility is not treated as a standalone requirement, but as an integral part of:

- curriculum design,
- teaching and learning,
- SEND provision (including the Resource Base),
- wider school life.

CURRENT CONTEXT

Riversdale Primary School is a three-storey Victorian building. While adaptations have been made, the structure presents inherent accessibility limitations. The school takes a proactive and realistic approach to improving accessibility within these constraints, prioritising impact, safety and inclusion.

PLANNING DUTY 1: INCREASING ACCESS TO THE CURRICULUM

The school will continue to develop inclusive teaching and learning through the following actions:

ACTION	SUCCESS CRITERIA	LEAD	TIMESCALE	REVIEW
Embed adaptive teaching aligned with evidence-informed	Consistent high-quality teaching; SEND pupils make expected or better progress.	HT / SLT	Ongoing	Termly

practice (e.g. Rosenshine principles).				
Strengthen TA deployment (pre-teaching and targeted intervention).	Improved outcomes for pupils in the lowest 20%, particularly SEND and disadvantaged.	HT / SENCo	2026–2027	Termly
Ensure curriculum design supports accessibility (clear sequencing, reduced cognitive load, scaffolding).	Pupils with SEND can access core knowledge effectively.	SLT	Ongoing	Termly
Ensure full inclusion in trips, visits and extracurricular activities.	Increased participation rates for SEND pupils.	SLT	Annual	Annual
Deliver targeted CPD on SEND, autism and communication needs.	Increased staff confidence and consistent classroom practice.	SENCo / ARP Lead	Annual	Annual
Maintain strong links with external professionals (e.g. speech and language, sensory services).	Provision is well-matched to pupil need	SENCo	Ongoing	Termly

PLANNING DUTY 2: IMPROVING THE PHYSICAL ENVIRONMENT

The school will continue to improve the accessibility of its physical environment where feasible:

ACTION	SUCCESS CRITERIA	LEAD	TIMESCALE	REVIEW
Conduct an annual accessibility audit of the site.	Clear, prioritised improvement plan.	SBM / HT	Annual	Annual
Improve visual accessibility (contrast markings, signage, step visibility).	Safer movement around school.	SBM	2026	Annual
Maintain and review accessibility features (ramps, handrails, toilets).	Facilities remain functional and effective.	SBM	Ongoing	Annual
Develop sensory and regulation spaces (including Resource Base provision).	Pupils can regulate and re-engage in learning.	HT	2026–2027	Termly
Explore further structural adaptations within building constraints.	Governors informed of costed and feasible options.	SBM / Governors	2027	Annual

PLANNING DUTY 3: IMPROVING ACCESS TO INFORMATION

The school will ensure information is accessible to all pupils and families:

ACTION	SUCCESS CRITERIA	LEAD	TIMESCALE	REVIEW
Provide information in alternative formats (large print, translated, visual).	Parents can access information regardless of need.	Office / SLT	Ongoing	Annual
Improve digital accessibility of website and communications.	Website meets accessibility standards.	SBM	2026	Annual
Use visual supports and adapted communication approaches in classrooms.	Increased engagement for pupils with communication needs.	SENCo	Ongoing	Termly

Ensure clear communication systems for parents (including SEND and EAL families).	Improved parent engagement and understanding.	SLT	Ongoing	Annual
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MONITORING AND REVIEW

This plan will be reviewed annually by the Governing Body. It will be monitored through:

- Headteacher reports,
- SEND reviews,
- learning walks and monitoring activities.

Further updates will be informed by:

- pupil voice,
- parent feedback,
- staff consultation.

Progress against this plan will inform future priorities and resource allocation.

EQUALITY COMMITMENT

Riversdale Primary School is committed to:

- eliminating discrimination,
- advancing equality of opportunity,
- fostering positive relationships.

Accessibility is central to achieving these aims.