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| **Ryders Green Primary School**  | **2022** |

# Accessibility

# POLICY

 *2022*

Agreed: 2022

Review: 2025

***Statement***

*At Ryders Green Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.*

**Introduction**

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *‘physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’*

**Aims**

• To increase the extent to which disabled pupils can participate in the curriculum.

• To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

• To improve the availability of accessible written information**.**

* **To take account of the impact of COVID 19**

1. The Ryders Green Primary School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with parents, staff, governors of the school and will advise other school documents. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will be published on the school’s website. We understand that the LA will monitor the school’s activity under the Equality Act 2010 and will advise upon compliance with that duty and government requirements and local authority stipulations and risk assessments relating to COVID 19.

3. We are committed to providing an environment that enables full curriculum access and values 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.

4. The Ryders Green Primary School Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

a) Increase access to the **curriculum** pupils with a medical or physical disability, expanding the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits; it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;

b) Improve 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 time frame;

c) Improve the delivery of **written information (including letters in home languages)** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe and home learning possibilities during the COVID period.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

• Curriculum Policy

• Equality Objectives

• Disability Equality Scheme

• Staff Development Policy

• Health and Safety Policy

• Special Educational Needs Policy

• Behaviour Policy

• School Improvement Plan

• Asset Management Plan

• School Brochure/ Prospectus and Vision Statement

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

9. 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

10. The School Prospectus will refer to this Accessibility Plan.

11. The School’s complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school’s website.

13. The Accessibility Plan will be monitored through the Governor Finance Committee.

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Roles and responsibilities in relation to this policy area as follows:

**Head Teacher:** Lucy Blackmore

**Designated member of staff**: Paula Edmondson (SENDCO)

**Governor Responsible: Harvinder Kambo (SEN governor)**

**Ryders Green Primary School Accessibility Plan 2022-2025**

**Improving the Curriculum Access at Ryders Green Primary School**

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| **Target** | **Strategy** | **Outcome** | **Responsibility** | **Timescale** | **Achievement** |
| Training for staff | Audit of need | All teachers are able to meet the requirements of disabled pupil needs to access the curriculumStaff able to use tracking systems to promote curriculum access and achievement | SLT/ Inclusion leader  | October 2022 | Increase in access to the curriculum – ongoing |
| Audit of pupil need and staff training and or awareness raising to meet those needs | Review the specific needs of pupils living with a disability physically or medically. | Raised awareness by staff. Involvement of external agencies to provide enhanced opportunities.E.g. Disability sport – Albion/NHS professionals (physiotherapy – plans demonstrated and staff use during PE sessions).  | All staff/ Inclusion Leader | September 2022 | Increase in access to all school activities for all physically or medically disabled pupils |
| All out of school activities are planned to ensure where reasonable the participation of all pupils via staff support | Review out of school provision to ensure compliance. | All activities conducted in an inclusive environmentReasonable adjustments made to allow physically disabled pupils or pupils with medical conditions to access/participate in all out of school provision.Risk assessments/ PEEPs carried out | SENCo/All staff/ Head teacher |  July 2022 | Increase in access to all school activities for all physically or medically disabled pupils |
| Classrooms are organised to promote the participation and independence of all pupils, especially to take account of COVID 19 | Review and implement class expectations – furniture and equipmentRolling programme to replace class furniture | All classrooms accessible with adequate space, access to exits/resources/specialistequipment, children encouraged to be safely independent through set EHCP /other targets. | Teaching staff/SLT | Summer 2022- 2021 | Increase in access to NC 14 via home learning. Increase access to technology for home use. Parent contact/door drops for parents with SEND ongoing |
|  Training for awareness raising of disability issues | Provide training for all stakeholders | Whole community aware of issues relating to AccessDisabilityMedical conditionsInformation shared with staff – communication with familiesAwareness of potential for discrimination, bullying and harassment – training providing and school /authority anti-bullying measures in placeFamiliarity of medicines needed and administered. | SLT | Autumn 20 ongoing | Community will benefit from a more inclusive, informed staff and school environment |

**Ryders Green Primary School Accessibility Plan 2022-2025**

**Improving the Delivery of Written Information at Ryders Green Primary School**

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| **Target** | **Strategy** | **Outcome** | **Responsibility** | **Timescale** | **Achievement** |
| Availability of written information in alternate formats when requested | The school will make itself aware of services available for converting written information into alternate formats e.g.Flash academy,Information received verbally or via interpreters | The school will be able to provide written information in various formats | Office/ SLT | Ongoing  | Delivery of information to disabled pupils improved |
| Make available brochures, newsletters and other information for parents in alternate formats when requested | Review current publications and promote availability in different formats | All school information available for all who request it | Office/ SLT | Ongoing | Delivery of school information to parents and the local community improved |
| Review documentation with a view of ensuring accessibility for pupils with VI | Get advice on different formats | All school information available for all who request it | Office/ SLT | ongoing | Delivery of school information to parents and the local community improved |
| Raise awareness of adults working at and for the school on the importance of good communication | Arrange courseParent workshopsParent fairs  | Awareness of target groupProvision of translation where/when needed | Office/ SLT | ongoing | School is more effective in meeting the needs of pupils |

**Ryders Green Primary School Accessibility Plan -2022 - 2025**

**Improving the Physical Access at Ryders Green Primary School**

An Access Audit was carried out shows that all entrances are accessible with ramps. Disabled toilet means children who need changing are given privacy and dignity. Improvements to the site are planned to enhance provision.

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| **Access Report** | **Item** | **Activity** | **Timescale** | **Cost** |
| 1 | Improve outdoor learning areas  | Complete KS1 garden with rampCanopies for EYFSUpgraded solar dome with wheelchair access | Achieved | £4500 |
| 2 | KS1 library area | To be improved for accessibility | Ongoing – greater space and easily accessed, with a variety of resources. | £???? |
| 3 | Nursery | Refurbished with Total Communication Environment  | By December 2022 | £3000 |
| 4 | Improve outside areas | Gazebo moved to more accessible areaPlayground – Kaye Walker and wheelchair -accessible | AchievedTurfed. Baize surfaces, seating suitable for easy transfers | £500 |
| 5 | Improve accessibility to KS1 area | Remove obstacles/open corridors | AchievedReasonable adjustments via entrance/exits.Assistance sought from NHS professionals | £2000 |
| 6 | EYFS outdoor areas | Improve accessibility of outside classrooms | AchievedSummer 2022Improved play area with soft landing. Landscaped areas – wheelchair accessible | £1000 |
| 7 | Make KS2 library more accessible | Access improved | Achieved | £500 |
| 8 | Computing access | Additional 60 laptops and 30 ipads to be purchasedFine motor skills programs - accessible | Achieved | £25000 |
| 9 | Create sensory, calming space for SEND learners | Create space from resource room in year 6 area | Achieved Summer 2018Well-used space and base with resources | £2000 |
| 10 | Door access | Improve access through doors | Achieved | £2000 |
| 11 | Improve signage for those with complex communication needs  | Signage at eye level and for referenceTotal Communication EnvironmentClass room visualsWork stations | Ongoing | £150 |
| 12 | Enhance playground surfaces | See above | Achieved Sept 17 | £15000 |
| 13 | Improve toilet areas and accessibility for the disabled  | Rolling programme | Ongoing | £2000 per year |

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

* They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
* They must not discriminate for a reason arising in consequence of a child or young person’s disability
* They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
* This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
* Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school’s offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
* Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

**Other relevant legislation, regulations & guidance**;

* Children & Families Act (2014)
* The Special Educational Needs & Disability Regulations (2014)
* The SEND Code of Practice (revised April 2015)
* Supporting pupils at school with medical conditions (2014)
* Working Together to Safeguard Children (2013)
* Reasonable adjustments for disabled pupils (2012)
* Disability Discrimination Order (2006)
* The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
* The Children Act 1989 Guidance and Regulations Volume 2 & 3
* DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*
* Health Standards (England) Regulations 2003

**Headteacher: Lucy Blackmore**

**Signed (SENDCOs): Paula Edmondson**

**Dated:**

**Date of Review: July 2025**