

RYHALL CE ACADEMY



ACCESSIBILITY POLICY

Formulation date:	November 2016
Responsibility:	Local Governing Body
Governor Links:	V Crosher – Safeguarding / G Waller - SEND
Approved:	January 2017
Next Review Date:	November 2018

Associated Documentation:

- The Equality Act 2010, Gov. uk
- The Equality Act 2010 for schools, May 2014, Gov.uk
- SEND Policy
- Health & Safety Policy

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. Ryhall CE Academy Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

1. ETHOS STATEMENT

At Ryhall Church of England Academy:

- We will provide the very best education to ensure happiness and achievement for all; aiming for excellence in teaching and learning in order to achieve outstanding learning outcomes. We will celebrate success at every part of the learning journey, individually and collectively.
- We will work in partnership with parents, carers, schools, the church and other organisations to enable our pupils to become confident, responsible and lifelong learners, within their local environment, nationally and globally.
- We will continuously work towards keeping children safe by encouraging them to communicate effectively and through personal development, behaviour and welfare. We aim to prepare children for the excitement and challenges of the 21st Century.
- We are committed to the development of each individual child through a strong Christian ethos which encourages:
 - **endurance,**
 - **compassion,**
 - **friendship,**
 - **trust and**
 - **respect**

all within the context of Christian belief and practice. We aim for children to:

'Look back with pride and move forward with confidence.'

2. The Accessibility Plan

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 that “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:

- He or she has a physical or mental impairment, and

- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

Ryhall CE Academy 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.

The Ryhall CE Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe 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.

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

3. Implementing the Accessibility Plan

The school facilitates for these priorities through ongoing approaches that:

- Ensure that staff and TAs are well trained, supported and effectively deployed;
- Ensure that new pupils with problems are quickly and effectively identified, and their known needs are met;
- Ensure that outside agencies continue to be approached in issues dealing with greater expertise than staff possess

4. Monitoring the Accessibility Plan

The plan will be monitored by the Headteacher and Link Governors and reported annually to the Full Local Governing Body at the appropriate review date.

ACCESSIBILITY PLAN

An Access Audit was carried out by the HT & Link Governor in November 2016. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	External Steps: steps from Main Reception to car park steps outside Year 3/4 and Year 5/6 entrance	Mark steps with yellow highlighting paint in the following areas:		
2.				
3.				
4.				
5.				
6.				

Action Plan A – Improving Physical Access

Ref	Key Area	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	Premises officer All staff
2	Wheelchair access to main school building	Bell available at ramp leading to main reception	End of Term	Medium	minimal	Ongoing	Premises officer
3	Disabled parking	Spaces to be provided upon request (inadequate room in car park to provide one at all times)		Medium			
4	Disabled Toilet	In place	Ongoing	Low			
5	Changing and Shower facilities	In place					

Action Plan B – Improving Curriculum Access

Ref	Key Area	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Differentiation in Teaching	HT/SENDCo to monitor quality of differentiation and provision for SEND pupils.	Summer Term 2017	High	HT/SENDCo release costs		All teaching staff
2	Interventions	SENDCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Spring Term 2017	High	Resourcing costs of identified areas to develop		SENDCo
3	Classrooms are organised to promote the participation and independence of all pupils	SENDCo to carry out an audit of resources / HT to ensure that lessons are planned to meet the needs of all pupils in the class.	Spring Term 2017	High	Possible resource implications where gaps are identified		All teachers – with support from TAs
4	Staff training in the production, implementation and review of Provision Mapping and one page profiles (IEPs)	SENDCo/KS2 lead to deliver staff training to teaching staff.	Ongoing	High	Not applicable		SENDCo
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SPLD, ASD, Dyspraxia, Dyslexia	SENDCo and HLTA (where appropriate) to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary e.g. Inclusion support	Spring/ Summer Term 2017	High	CPD: External specialist costs		SENDCo

6	Ensure all educational visits are accessible to all.	Ensure trips and visits policy gives clear guidance on accessibility of educational trips. Ensure each new venue is vetted for access for all.	Ongoing	High			All staff
7	Review PE curriculum to ensure accessible to all.	Ensure the PE curriculum meets the needs of all learners to ensure that all children can progress in developing physical fitness and skill according to their own capabilities.	Summer Term 2017 in planning for 2017-18 curriculum	High	Cost included in PE Support package		PE Coordinator who will liaise with Rutland Sports Coordinator to audit provision.

Action Plan C – Improving the Delivery of Written Information

Ref	Key Area	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable		All staff should be aware of needs of key stakeholders and accommodate requests where possible.
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable		Headteacher who will report to the LGB.