

Accessibility Plan

School Name: *Ryhall CE Academy*

| Role | Designated Person |
|--|---|
| Headteacher | Interim Headteachers Barbara O'Brien and Alan Reed |
| Designated Lead | Jayne Edwards – Site Supervisor |
| Date written and approved by governors | March 2023 |
| Date to be reviewed | March 2026 |

Contents

| | | |
|----|--------------------------|------------|
| 1. | Aims | 2 |
| 2. | Legislation and guidance | 2 |
| 3. | Monitoring arrangements | 2 |
| 4. | Action Plan | 3, 4 and 5 |

1. Aims

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

(See below for action plan)

The plan has been developed following the completion of an accessibility audit.

This 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.

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. This includes *pupils, 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, 0 to 25 years (2014)* '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.

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 (SEN) information report
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by *pupils, parents, staff and governors of the school* and approved by the governing body.

4. Action plan

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

1. Increase access to the curriculum for pupils with a disability

| Aims / Objectives | Actions to be taken | Person responsible and resources needed | Timescale | Success criteria |
|--|--|---|--|---|
| Review of all planned school trips to ensure access for all. | In planning for all school trips, undertake an accessibility audit to ensure suitability of venue, transport, facilities, etc. – training and paperwork provided for staff in undertaking this exercise. | All teachers Headteacher | In advance of organisation of any school visit | All school trips effectively planned to ensure that all pupils can participate in and benefit from the learning experience. |
| All staff understand the needs of pupils with a disability and how they can be best supported to access the full curriculum. | Disability awareness training for all staff. Access Arrangements training for all staff to support the internal testing process. | Headteacher | Staff development training | All pupils are fully supported to assist them in achieving best possible outcomes. |
| Adapted and personalised curriculum for all pupils. Tailoring resources to support access to the curriculum. | Review of IT/Online learning platforms to ensure accessibility for pupils with visual and hearing impairments. | Class Teachers with Subject Leaders | Termly | All children have access to appropriate IT facilities to meet their needs and enable access to the curriculum. |
| Curriculum resources to include examples of people with disabilities. | Review of curriculum resources. Research and purchase/access to additional resources | Class Teachers & SENCo | In planning for new academic year | All pupils have an increasing awareness and understanding of disabilities through carefully chosen and thoughtfully used resources. |

2. Improve and maintain access to the physical environment

| Aims / Objectives | Actions to be taken | Person responsible and resources needed | Timescale | Success criteria |
|--|--|--|---|---|
| <p>Making environmental adaptations to the needs of pupils, parents/carers, staff and other stakeholders as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Corridor width – ensure this is regularly (weekly) reviewed to ensure this remains free of furniture and clutter External steps Provide access to performances, assemblies and collective worship for visitors with a hearing impairment. Improve acoustics in the hall <p>Lighting in all classrooms</p> | <p>All corridors to be kept clear of obstructions. Ongoing checks as part of fire safety provision: all members of staff to take responsibility.</p> <p>Re-painting of edging of all external steps.</p> <p>Annual review of wheelchair access around all of school site – internal and external.</p> <p>Loop system installed in main hall.</p> <p>Investigate and obtain quotes for improvement work</p> <p>Submit plans for development work – works to be undertaken</p> <p>Identify, obtain quotes for and install replacement blinds where these are required.</p> <p>Change all remaining lighting to daylight lighting options</p> | <p>Premises Officer & all staff</p> <p>Office staff</p> <p>Premises Officer</p> <p>Headteacher Premises Officer</p> <p>Premises Officer Premises Officer</p> <p>Headteacher, Office Manager and Premises Officer</p> | <p>Ongoing</p> <p>Upon request</p> <p>Easter & May half term Holidays 2023-24</p> <p>July (each year)</p> <p>Autumn 2023</p> <p>2022-2023</p> | <p>All school members and visitors enjoy easy access to all parts of the school.</p> <p>Improved visibility of all external steps</p> <p>Loop system and suitable signage to inform visitors of its availability displayed.</p> <p>Sound levels in the dining room have been reduced to make it comfortable for all</p> <p>All classrooms provide for suitable lighting options to ensure all pupils can access visual learning resources such as interactive whiteboards</p> |

3. Improve the delivery of information to pupils (and other stakeholders) with a disability

| Aims / Objectives | Actions to be taken | Person responsible and resources needed | Timescale | Success criteria |
|---|---|---|---|---|
| <p>Developing the use of a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations <p>To ensure all parents/carers and stakeholders can access school information including information that would be shared at parents evening.</p> | <p>Auditing of the school library to ensure the availability of large font and easy read texts.</p> <p>Auditing of signage around the school to ensure that it is accessible to all, making amendments as necessary.</p> <p>Alternative formats to be made available upon request.</p> <p>Arrange telephone consultations as appropriate.</p> | <p>English Curriculum Leader with support from visual impairment specialist.</p> <p>Headteacher with support from visual impairment specialist.</p> <p>Office Staff</p> | <p>Autumn Term 2023</p> <p>Summer Term 2023</p> <p>As requested</p> | <p>Improved access to school texts.</p> <p>Both height and font size & colour of text ensures signage is accessible to all. All visitors/members of the school community are able to access information on signs.</p> <p>Parents informed of child's progress as if in attendance at parent-teacher consultation.</p> |

