



Accessibility Plan and Policy

Policy created: January 2023

Ratified by the Governing Board: January 2023

Review date: January 2027 (or as required)

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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 Ravenscroft Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Ravenscroft, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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 any available partnerships to develop and implement the plan.

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 pupils, parents, staff and governors of the school and Trustees.



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.

This policy complies with our funding agreement and articles of association.



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>	Objective and timescale <i>State short, medium and long-term objectives</i>	Actions to be taken and those responsible	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers a curriculum that is accessible for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Evidence for Learning is used to track pupils with needs more accurately and in depth. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	School to continue developing the curriculum so it is accessible for all pupils – ongoing.	Continued review and enhancement of the curriculum – SLT and middle leaders. Date: ongoing – review annually in September	All pupils regardless of the needs or abilities are able to thrive at Ravenscroft.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes ramps, corridor width, disabled parking bays, disabled toilets and changing facilities.	Consider and cost for installation of further automatic doors at building entrances. Consider further disabled parking bay if required.	Consider obtaining costings for installation of automatic doors at building entrances – Site Supervisor, procurement staff, Head Teacher. Date: ongoing – review annually every September	All staff or pupils are able to access all areas of the school freely without support in order to ensure independence.



Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes internal signage, large print resources and pictorial or symbolic representations	Audit methods of communication to meet the needs of families when required. Ongoing	As and when required. Admin staff, procurement staff, Head Teacher. Date: ongoing – review annually in September	School is able to offer staff or pupils a range of options to access material.
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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 Governing Board and the Head Teacher.

5. Links to 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 (SEN) information report
- Supporting pupils with medical conditions policy



6. Appendix 1: Accessibility audit

Feature	Description	Actions required	Those responsible	Timescale
Number of storeys	Single storey, other than Year 4/5 block	None	NA	NA
Corridor access	Corridors are wide enough for wheelchair access	Reorganisation of <i>Learning Zones</i> if a child with a wheelchair is admitted to the school	Site Supervisor, Head Teacher	When required
Lifts	One lift in the Year 4/5 block	Ensure lift is regularly serviced	Health & Safety Officer, Site Supervisor, Head Teacher	Service plan
Parking bays	One disabled parking bay	None	NA	NA
Entrances	Automatic doors at main entrance	Consider installation of further automatic doors at other entrances	Site Supervisor, Head Teacher	Sept 2023
Ramps	Ramp access at all school entrances	None	NA	NA
Toilets	Disabled toilets located in KS1/EYFS, Y3, Y2, Y6.	None	NA	NA



Internal/external signage	Limited internal and external signage	Audit and consider improving internal and external signage	Health & Safety Officer, Site Supervisor, Head Teacher	Sept 2023
Emergency escape routes	Personal Evacuation Plans (PEEP) are in place for pupils or staff who require support evacuating	Ensure PEEPs are completed accordingly and shared with staff	AHT Inclusion, SENCO, Head Teacher	Ongoing: review annually in September