



**Ravenscroft  
Primary School**  
Explore. Achieve. Fly.

## **School Accessibility Plan**

**January 2016 – January 2019**

### **Introduction**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Ravenscroft Primary School's building is well designed to meet the needs of disabled pupils:

- Most classrooms are on the ground floor. The 3 classrooms on a 1<sup>st</sup> floor level are served by a lift as well as stairs.
- Use of these classrooms can be adapted to meet pupils' needs
- All public-access rooms, including the front entrance, toilets and halls are on the ground floor, with a low step or ramps
- We have five disabled toilets – three of which incorporate wet rooms

### **Definition of Disability**

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

### **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils and our adult users with a disability.

### **Principles**

1. Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

2. The school recognises its duty under the Equality Act
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.

### Activity

Ravenscroft Primary School has identified the following points for action as part of its School Development Plan, in order to achieve the key objective:

#### a) Delivery of the curriculum

- School staff will continue to receive training in making the curriculum accessible to all pupils, and will be aware of its importance. The school will seek and follow the advice of a range of outside agencies.

#### b) Physical environment

- The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

#### c) Provision of information in other formats

- The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### Linked Policies

This Plan will contribute to the review and revision of related school policies where and when necessary, e.g.

- Teaching & Learning
- SEN policy
- Equalities
- Curriculum policies
- Health & Safety
- Behaviour
- Admissions

This policy was agreed	<b>January 2016</b>
Next review due	<b>January 2019</b>

The plan can be available in other formats, on request to the Headteacher.

The following documents have been taken into account in the production of this policy:

- Equality Act 2010, schedule 10
- Accessible Schools: Planning to increase access to schools for disabled pupils (July 2002)



# SCHOOL ACCESSIBILITY ACTION PLAN

## Section 1. Access to curriculum

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve

Target	Tasks	Timescale	Responsibility	Outcome
Use of Boardmaker programme – picture communications symbol maker	<ul style="list-style-type: none"> <li>• Install on curriculum system</li> <li>• train staff in use</li> </ul>	Spring Term 2016	SENCo	All staff confident in using Boardmaker to create effective visuals and resources
Increase the effective Speech & Language provision in school	<ul style="list-style-type: none"> <li>• appoint specialised support staff for S &amp; L</li> <li>• evaluate and implement improved S&amp; L provision</li> </ul>	Spring Term 2016 onwards	SENCo AHT Inclusion	<ul style="list-style-type: none"> <li>• classroom provision is increasingly more effective for pupils with S &amp; L needs</li> <li>• pupils with S&amp; L needs are making at least good progress</li> <li>• early effective intervention will reduce need for intensive intervention in the upper key stages</li> <li>• attainment gap closed between vulnerable pupils &amp; their peers</li> </ul>
Increase the effective EAL provision in school	<ul style="list-style-type: none"> <li>• appoint specialised support staff for EAL</li> <li>• evaluate and implement improved EAL provision</li> </ul>	Spring Term 2016 onwards	AHT Inclusion	<ul style="list-style-type: none"> <li>• classroom provision is increasingly more effective for pupils with EAL needs</li> <li>• pupils with EAL needs are making at least good progress</li> <li>• early effective intervention will reduce need for intervention in the upper key stages</li> <li>• attainment gap closed between vulnerable pupils &amp; their peers</li> </ul>



# SCHOOL ACCESSIBILITY ACTION PLAN

## Section 2. Physical Access

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve

Target	Tasks	Timescale	Responsibility	Outcome
All steps are marked with a contrasting colour edging.	<ul style="list-style-type: none"> <li>• Paint / mark the edges of all steps with contrasting edging</li> </ul>	By start of Autumn Term 2016	Site supervisor	All step edges are clearly defined.
Improve ease of accessibility through classroom outside doors	<ul style="list-style-type: none"> <li>• Replacement glazing / doors</li> </ul>	Summer Holidays 2016	Newham L.A.	Access and trip hazards when entering / leaving classrooms are reduced
Improve access for pupils who may experience difficulty moving around the school.	<ul style="list-style-type: none"> <li>• Ensure care plans are in place to support all pupils with mobility difficulties.</li> </ul>	ongoing	AHT Inclusion	Safe movement



# SCHOOL ACCESSIBILITY ACTION PLAN

## Section 3. Access to information

Equality 2010 Schedule 10 states that schools must show how they intend to plan for improved access for disabled students. This action plan indicates what our school will do to improve

Target	Tasks	Timescale	Responsibility	Outcome
EAL support	database of languages spoken by staff	ongoing	Safeguarding Officer EAL Team	Pupils, parents and visitors with language / EAL will be able to access information / discuss concerns.
Make available school brochures, school newsletters and other information for parents/carers in alternative formats and languages.	review current letters & communications investigate translation services available (either on-line or physical)	ongoing	EAL team SEN team Safeguarding Officer Family Support Worker	Pupils, parents and visitors with communication difficulties will be able to access information.
To continue improving communication for SEN children	<ul style="list-style-type: none"> <li>Staff trained in signalong</li> <li>provision of i-pads for pupil communication</li> <li>communication boards</li> </ul>	ongoing	SENCo	SEN pupils able to communicate more effectively with resulting improvement in emotional and behavioural wellbeing