



School Accessibility Plan January 2019 – January 2022

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 1st 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 the curriculum and to encourage full participation in the school community for pupils and prospective pupils as well as 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 | • Health & Safety |
| • SEN policy | • Behaviour |
| • Equalities | • Admissions |
| • Curriculum policies | |

This policy was agreed	January 2019
Next review due	January 2022

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"> • Install on curriculum system • train staff in use 	On-going	SENDCo Inclusion Team	<ul style="list-style-type: none"> • 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"> • evaluate and implement improved S& L provision 	On-going	SENDCo DHT Inclusion Inclusion Team	<ul style="list-style-type: none"> • classroom provision is increasingly more effective for pupils with S & L needs • pupils with S& L needs are making at least good progress • early effective intervention will reduce need for intensive intervention in the upper key stages • attainment gap closed between vulnerable pupils & their peers
Training for staff in supporting and teaching children with specific learning difficulties	<ul style="list-style-type: none"> • Regular staff training taking place. • Courses offered by partner + external agencies 	On-going	External agencies Inclusion Team	<ul style="list-style-type: none"> • better outcomes and measurable progress for children with specific learning difficulties
Increase the effective dyslexia provision in school	<ul style="list-style-type: none"> • Evaluate and implement improved dyslexia provision • Train staff for interventions 	On-going	SENDCo DHT Inclusion Inclusion Team	<ul style="list-style-type: none"> • classroom provision is increasingly more effective for pupils with dyslexia needs • pupils with dyslexia needs are making at least good progress • early effective intervention will reduce need for intensive intervention in the upper key stages • attainment gap closed between vulnerable pupils & their peers



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"> • Paint / mark the edges of all steps with contrasting edging 	By start of Autumn Term 2019	Site supervisor	All step edges are clearly defined.
Improve access for pupils who may experience difficulty moving around the school.	<ul style="list-style-type: none"> • Ensure care plans are in place to support all pupils with mobility difficulties 	On-going	DHT Inclusion	Safe movement
Ensure that all educational visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> • Thorough planning and EVC visits • Arrange specific staffing, equipment, and transport to ensure these pupils attend trips alongside their peers 	On-going	Class teachers EVC co-ordinator Inclusion Team	<ul style="list-style-type: none"> • Educational visits are fully accessible
Breakfast Club + After-school clubs accessible for all pupils.	<ul style="list-style-type: none"> • Ensure access is available for all pupils including those with physical and sensory disabilities. • Provide adults support if necessary • Make physical adaptations as required 	On-going	SENDCo	<ul style="list-style-type: none"> • Clubs are fully accessible



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
Text messaging service used effectively to inform and engage parents who access it.	<ul style="list-style-type: none"> regular use of text messaging to get up to date messages to parents 	On-going	Whole school	Parents able to access information.
To continue improving communication for SEN children.	<ul style="list-style-type: none"> communication boards provision of i-pads for pupil communication staff trained in Signalong 	On-going	SENDCo	SEND pupils able to communicate more effectively with resulting improvement in emotional and behavioural wellbeing.
Audit of parents of SEND pupils.	<ul style="list-style-type: none"> audit will ask parents to suggest what further information they would like and how they would like to receive it. action requests where desirable and viable 	At least annually	Inclusion team	Parents feel heard. Information disseminated effectively. Increased engagement of parents. Parents + pupils receive the help and services they need