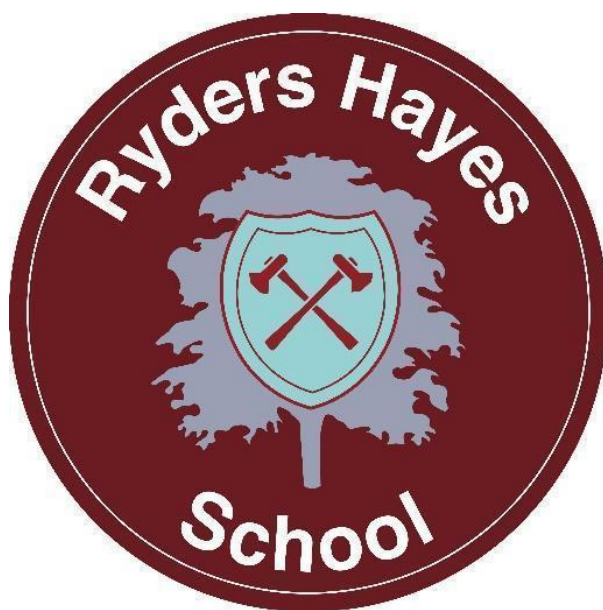


Ryders Hayes School

A Primary Learning Academy



Accessibility Plan

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Ryders Hayes School
ACCESSIBILITY PLAN

Mission: At Ryders Hayes School, children and staff will strive to:

'Do the right thing to be the best you can be'... 

Vision: *To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of:*

Character: qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, independence, reliability and honesty.

Citizenship: upholding British Values, thinking like global citizens, considering global issues based on deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability

Collaboration: the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.

Communication: entailing mastery of three fluencies: digital, writing and speaking tailored for a range of audiences, through early, high-quality back and forth interaction.

Creativity: having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas and explore possibilities, demonstrating leadership to pursue those ideas into practice.

Critical Thinking: critically evaluating information and arguments, reflecting upon them, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world.

Ryders Hayes is a Gold Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. All our policies exemplify these rights and our practice aims to ensure that the following rights are adhered to.

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free to say what they think and seek and receive all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 36: Governments must protect children from all other forms of bad treatment.

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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.

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.

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>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum such as:</i> <i>- Texts provided in a variety of formats (e.g. large print, digital text, audio) as required.</i> <i>- Assistive technology to support pupils with disabilities (e.g. screen readers, voice recognition software, text-to-speech software)</i>	To ensure staff adapt work effectively, making sure children make good progress from their starting points.	To consider the adaptations required for identified individuals.	Louise Deeley and SLG	By Spring 2026 Ongoing	All children make good progress from their starting point as shown in data coaching, internal data and external data.
	<i>Curriculum resources include examples of people with disabilities. We have a supply of fidget toys, ear defenders, sensory toys, weighted pads, pencil grips and a range of mark-making resources to support all children.</i>	To ensure resources match the needs of individual pupils.	To audit the resources in school which support the curriculum	Sarah Willis	Spring 2026	Resources are available as required for children.
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	Staff understand specific additional needs so they can support effectively.	Teachers directed time to include focused learning time (Personal study time)	Sarah Willis with SLT	Ongoing	Gaps in learning are identified and interventions are implemented to close the gaps.
	<i>Targets are set effectively and are appropriate for pupils with additional needs using Personal Learning Plans.</i>	Assessments completed termly. ALPS used to record daily progress for children.	Further training on writing SMART targets and using the Edukey online tool for	SLT and Sarah Willis	Autumn 2025 (Ongoing termly)	A range of resources are available which

<i>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</i> <i>We liaise with outside agencies such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists. Physiotherapists and Outreach services to ensure the curriculum meets the needs of all children, especially those with additional needs.</i> <i>Areas of school to remain accessible for all as children transition to new year groups.</i> <i>Adaptations are made to meet the needs of pupils with sensory or physical needs including:</i> <i>-Exercises completed regularly as provided by physiotherapists.</i> <i>- Flexible seating arrangements are used to accommodate pupils.</i> <i>- Opportunities for movement and breaks during lessons provided.</i> <i>- Use visual aids, such as pictures and diagrams to support understanding.</i> <i>- Offer a range of ways to record learning to allow pupils to demonstrate their understanding in different ways.</i> <i>- Provide training and support for staff on inclusive teaching practices and accessibility strategies.</i>	SENCO to develop relationships with outside agencies to ensure good support for children in school. School to remain accessible to all at all times. Audit of resources available completed to prepare for new school year.	recording information about children with additional needs. Arrange meetings for Autumn term; to set out requirements and to respond promptly to requests for information. Occupational therapy and other external agency support sought to ensure new areas children will transition to remain accessible. Support sought from external agencies/outreach to ensure support in school meets the needs of the children.			Autumn 2025 and ongoing Ongoing Autumn 2025	meet the needs of children. Quick responsive support for children with additional needs. School to remain accessible to all at all times. Children's needs are met and appropriate adaptations are in place.
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Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required.</i> <i>This includes:</i> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities x 3</i> • <i>Library shelves at wheelchair-accessible height</i> <i>Classrooms are accessible for all children and adaptations are made as required to meet the needs of all including -</i> <i>-Ear defenders provided for children with sensory needs to help minimise the noise they hear.</i> <i>- Natural coloured backings are used across school.</i> <i>- Designated quiet spaces where children can access to regulate their sensory input.</i>	To enhance the environment to ensure all stakeholders can fully access the site	Path to forest school to be planned to allow wheelchair access. Consideration for future if children transition into Ryders with VI/HI: Braille signage for any stakeholders with VI Tactile paving to warn any stakeholders with VI – see audit Lighting for the fire alarms for HI children, parents of visitors – see audit	Dan Day, Sarah Willis, Louise Deeley and Jess Bolt	Autumn 2026 Ongoing as required	Wheelchair users able to access forest school and allotment at all times regardless of the weather.
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Makaton</i> • <i>Pictorial or symbolic representations</i>	To ensure communication is clear and accessible to all stakeholders.	Audit the website for accessibility for all stakeholders: Readability Read aloud capability and adapt if required.	Jaz Paul, Louise Deeley and Sarah Willis.	Autumn 2025	Information shared is accessible for all.

	● <i>Use clear and concise language.</i> <i>Digital resources explored and utilised to benefit all children including Canva and accessibility tools available through Google.</i> - <i>Translate resources used as required to support learners.</i> - <i>Accessibility resources utilised on Chromebooks as required.</i>					
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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 Leadership and Management Committee.

5. Links with 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 and policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey	N/a		
Corridor access	Access for wheelchairs is good - checked by Outreach at Lindens each year as children transition to a new area of school.	Ensure corridors are kept clear enough to ensure good access for wheelchairs.	Dan Day and Elite	Audit Summer 2025
Lifts	None – single story	N/a		
Parking bays	1 disabled parking bay	N/a - in use and available		
Entrances	Several entrances have steps but there is alternative access for all.	Extend the number of steps with yellow edging and tactile paving as required for VI children or staff.	DD/Elite	Audit Summer 25; action if required by Autumn 25
Ramps	Ramps to main entrance, KS2 playground and side entrances to EYFS and to Nursery. These are in tactile paving to prevent slipping.	Portable ramp available to support access where required.	DD	

Toilets	3 disabled toilet facilities	N/A Shower is serviced every 3 months and run weekly to prevent Legionella Bed is serviced annually Toilets serviced 6 monthly Use of hoist monitored by Lindens Outreach and through manual handling training of staff.	DD	Continue
Reception area	Reduced height hatch Door into school from main Reception too heavy for wheelchair users or those with reduced mobility.	Hearing Loop to be located and serviced or replaced. Staff to be trained on its usage as required.	SW/DD	As required to provide support for staff, parents or children.
Internal signage	Signage minimal.	Continue to consider the height of signage for wheelchair users - appropriate height. Consider Braille signage for main doors and fire escape routes - as required. Enlarged signage for those with VI - as required.	SW/DD	September 2026 - Outreach to support
Emergency escape routes	Accessible and PEEPS in place.	PEEPs need to be updated in September 2025. If a employee had profound hearing loss, then updating the fire alarm to include lights etc would need to be considered.	SW LD/DD	September 2025 As required
Field area	No access for wheelchairs to Forest School, allotment or MUGA	Tarmac path around periphery of the field to allow for wheelchair access to Forest School, Allotment or MUGA	DD	Autumn 2026