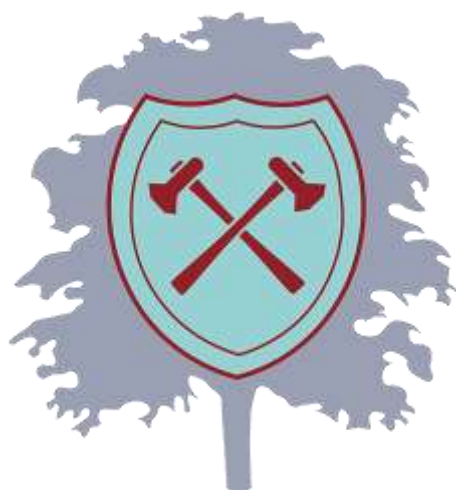


Ryders Hayes School

A Primary Learning Academy



Accessibility plan

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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	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><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. We buy equipment an</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs using Personal Learning Plans</i></p> <p><i>The curriculum is reviewed regularly to ensure it meets the needs of all</i></p>	<p>To ensure staff differentiate effectively, making sure children make good progress from starting point.</p> <p>Staff understand specific additional needs so they can support effectively.</p>	<p>To consider the differentiation, the knowledge mats</p> <p>Further training on writing SMART targets and using the Edukey online tool for recording information about children with additional needs</p> <p>To employ teachers for an increased amount of time to gap fill daily.</p> <p>To review the processes and practices linked to MITA; to induct new staff about MITA.</p> <p>Consider Dyslexia Friendly status</p> <p>Autism training by AET for</p>	<p>Jaz Paul and SLG</p> <p>Louise Deeley and Lorna Pheasant</p> <p>Sally Miner</p> <p>Louise Deeley with SLT</p> <p>SLT</p>	<p>Summer 2021</p> <p>Autumn 2020</p> <p>Autumn 2020</p> <p>Spring 2021</p> <p>Autumn 21</p>	<p>All children make good progress from starting point as shown in data coaching, internal data and external data.</p> <p>Strategies delivered seen in learning walks; engagement in training</p>

	<p><i>pupils.</i></p> <p><i>We were part of an EEF project on Maximising the Impact of Teaching Assistants (MITA) which impacts on the independence of all children, including those with additional needs.</i></p> <p><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></p>	<p>To ensure resources match the needs of individual pupils.</p> <p>New SENCO to develop relationships with outside agencies to ensure good support for children in school.</p>	<p>all staff</p> <p>To audit the resources in school which support the curriculum</p> <p>Cost soft play resources for those with physical disability</p> <p>Arrange meetings for Autumn term; to set out requirements and to respond quickly to requests for information.</p>	<p>Louise Deeley and TAs</p> <p>Jess Bolt</p> <p>Louise Deeley</p> <p>Louise Deeley and AET</p>	<p>Autumn 2020 and ongoing termly.</p> <p>Ongoing</p>	<p>A range of resources are available which meet the needs of children.</p> <p>Quick responsive support for children with additional needs.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <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> 	<p>To enhance the environment to ensure all that stakeholders can fully access the site</p>	<p>Path to forest school to be planned for to allow wheelchair access.</p> <p>Consideration for future if children transition into Ryders with VI/HI:</p> <p>Braille signage for any stakeholders with VI</p> <p>Tactile paving to warn any stakeholders with VI – see audit</p>	<p>Dan Day; Louise Deeley and Jess Bolt</p> <p>Dan Day and Jess Bolt</p> <p>Louise Deeley; VI impairment support</p> <p>Dan Day;</p>	<p>Autumn 2020</p> <p>As required</p>	

			Lighting for the fire alarms for HI children, parents of visitors – see audit	S.Miner		
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <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.	<p>Audit the website for accessibility for all stakeholders:</p> <p>Readability</p> <p>Read aloud capability</p> <p>And adapt if required.</p>	Jaz Paul and Louise Deeley.	Autumn 2020	

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 Body and Headteacher.

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

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey	N/a		
Corridor access	<p>Access for wheelchairs apart from in SLT corridor where there is a single width doorway – access would need to be through hall and round.</p> <p>Potentially, some doorways into classroom are not wide enough for a wheelchair user</p>	If staff are employed with wheelchair use, the door widths would need to be checked to ensure full access	Dan Day and Elite	Audit Spring 2021, action if required by Autumn 22
Lifts	None – single story	N/a		
Parking bays	1 disabled parking bay	N/a		
Entrances	<p>Several entrances have steps but there are alternative access for all.</p> <p>One set of steps has yellow edging and tactile paving for those with</p>	<p>N/a</p> <p>Extend the number of steps with yellow edging and tactile paving to include KS1/Hall entrance.</p>	DD/Elite	Audit Spring 21; action if required

	visual impairment.	Yellow edging for Nursery and YR entrances to show slight stepped entrance.		Summer 2021
Ramps	Ramps to main entrance, KS2 playground and side entrances to EYFS and to Nursery. These are in tactile paving to prevent slipping.	Consider portable ramp for TS side entrance and one step entrances.	DD	September 2021
Toilets	3 disabled toilet facilities	N/A Shower is serviced every 3 months and ran 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, (SM has list of those trained in school)	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. Self-opening door required from Main Reception, into school, for wheelchair users	LD/DD	September 2022 or sooner if staff; parent or child requires support.
Internal signage	Signage minimal.	Consider height of signage for wheelchair users Consider Braille signage for main doors and fire escape routes Enlarged signage for those with VI		September 2022 or sooner if staff; parent or child requires support

Emergency escape routes	Accessible and PEEPS in place.	PEEPs need to be updated in September 2020. If a member of staff employed had profound hearing loss, then updating of the fire alarm to include lights etc would need to be considered.	LD SM/DD	Sept 2020 September 2022
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 2021 (fundraise 20/21)