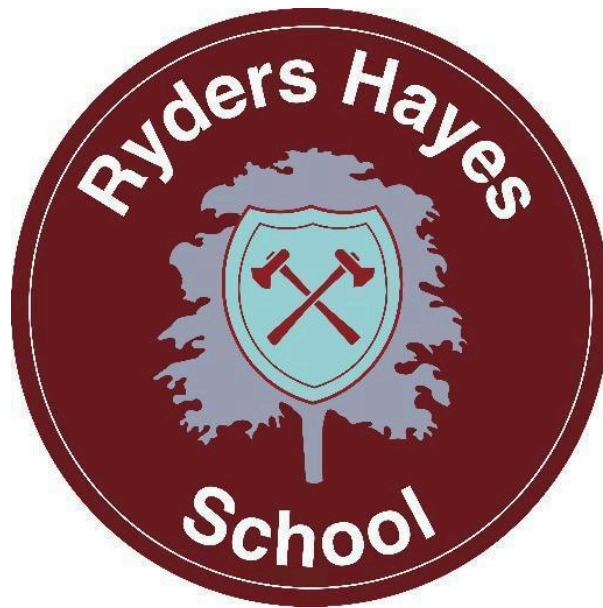


# Ryders Hayes School

A Primary Learning Academy



## Accessibility Plan

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Date : Revised March 22

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
<p>Increase access to the curriculum for pupils with a disability</p>	<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.</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 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>To ensure staff differentiate effectively, making sure children make good progress from their starting points.</p> <p>Staff understand specific additional needs so they can support effectively.</p> <p>To ensure resources match the needs of individual pupils.</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 staff</p> <p>To audit the resources in school which support the curriculum</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>Louise Deeley and TAs</p> <p>Jess Bolt</p>	<p>Summer 2022</p> <p>Autumn 2021</p> <p>Autumn 2022</p> <p>Spring 2022</p> <p>Autumn 23</p> <p>Autumn 2021 and ongoing termly.</p>	<p>All children make good progress from their starting point as shown in data coaching, internal data and external data.</p> <p>Strategies delivered seen in learning walks; engagement in training</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>	SENCO to develop relationships with outside agencies to ensure good support for children in school.	Soft play resources for those with physical disability Arrange meetings for Autumn term; to set out requirements and to respond quickly to requests for information.	Louise Deeley Louise Deeley and AET	Ongoing	A range of resources are available which meet the needs of children.  Quick responsive support for children with additional needs.
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> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities x 3</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	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; Louise Deeley and Jess Bolt  Dan Day and Jess Bolt  Louise Deeley; VI impairment support  Dan Day; S.Miner	Autumn 2021 * delayed due to COVID spending. Daily mile application to be considered for 22/23     As required	
Improve the delivery of information to pupils with a disability	<i>Explain your school's approach here.</i> <i>Example:</i> <i>Our school uses a range of communication methods to ensure information is accessible.</i> <i>This includes:</i> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul>	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 and Louise Deeley.	Autumn 2021	

	<ul style="list-style-type: none"><li>• <i>Makaton</i></li><li>• <i>Pictorial or symbolic representations</i></li></ul>					
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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	<p>Access for wheelchairs is good 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	<p>Audit Spring 2021, action if required by Autumn 22</p> <p>Checked Aut 21 with current wheelchairs and all accessible</p>
Lifts	None – single story	N/a		
Parking bays	1 disabled parking bay	N/a - in use and available		
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 visual impairment.</p>	<p>N/a</p> <p>Extend the number of steps with yellow edging and tactile paving to include KS1/Hall entrance.</p> <p>Yellow edging for Nursery and YR entrances to show slight stepped entrance.</p>	DD/Elite	Audit Spring 21; action if required Summer 2022

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 for TS side entrance and one step entrances.	DD	September 2021 - actioned and in use for Year 1 class
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, (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.	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 employee had profound hearing loss, then updating 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	<p>Autumn 2021 * Delayed due to COVID spending in 2020/21.</p> <p>Daily mile to e considered and application made for 22/23</p>
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