



'Growing Together to Succeed'

Accessibility Plan

March 2024 – March 2026

Accessibility Plan March 2024

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

At Ryedene Primary and Nursery School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Ryedene Primary and Nursery School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background. Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

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. We aim to cater for all aspects of the child's development with a commitment to nurturing positive relationships, positive working environment and high standards of achievement. We ensure this by working closely with parents, governors and the wider community.

In particular, we expect the children to be respectful, well behaved, tolerant of others and positive. We teach pupils to know the difference between right and wrong.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

2. Legislation and guidance

This Accessibility Plan 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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

3. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body

4. 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
- Supporting pupils with medical conditions policy

5.Action plan 2024-2026

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Strategies	Time Scale	Responsibility	Cost	Success Criteria
Improving Curriculum Access					
Ensure that all staff especially new staff have the necessary training to teach and support disabled pupils	Training for specific staff including medical and physical disabilities	Ongoing	Inclusion Leader		- Raised staff confidence and knowledge of the different strategies to support disabled pupils or pupils with medical conditions - All staff are aware of the needs of pupils within their class and how best to support them
Lessons are responsive to pupils' diversity	Spiritual, Moral, Social and Cultural audit to be carried out to identify and evidence the good practice the school is carrying out and next steps	Summer term 2024	Inclusion Leader SLT PSHE Leader Teachers		- there is evidence of SMSC around the school through teaching and displays
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Share with staff various resources that can be used and provide training where appropriate e.g. Use of ICT, Clicker & voice activated text, purchase and allocate other resources as needed, e.g.: sloping	Spring, Summer, Autumn term 2024	Inclusion Leader SLT Computing Leader Teachers		- technology will be used in all lessons where appropriate to support all pupils achieve

	boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. - List of Apps that can be used to support SEND pupils is shared with all staff - Clicker training for staff - Teachers plan in the use of ICT within other subjects - Technology is used by SEND pupils to support with recording - Ensure specialist equipment (e.g.: hearing aids) is checked daily and seek advice if needed (e.g.: from Sensory Support)				- all staff will be confident with the technology in school and know when and how to use it to support pupils - All staff are aware of the needs of pupils within their class and how best to support them
Improving Physical Access					
To be aware of the access needs of pupils, staff, governors and parents/ carers with a mobility impairment	- Improve access for pupils in a wheelchair to get from the playground to the lift located in older building (look at possible temporary/permanent ramp options) - Arrange inspection of evacuation chair - Arrange training of inspection chair - Ensure a PEEP (Personal Emergency Evacuation Plan) is reviewed including use of evacuation chair	Summer term 2024 March 2025 March 2025			-Pupils with impaired mobility will be able to easily access their way to the lift to reach the top floor of the old building In an emergency everybody is able to successfully exit the building

		March 2025			
Improving the delivery of written information					
Review information to parents/carers to ensure accessible	Ensure website and all document accessible via the school website can be accessed by the visually impaired	Autumn term 2024	Inclusion Leader Admin team		-All parents receive information in a form that they can access
Review documentation on website to check accessibility for parents with English as an Additional Language and for visually impaired	- Carry out EAL/EM audit - The school makes itself aware of the services available through the LA for converting written information into alternative formats - Review formats publicised on school website in order to ensure accessibility for parents with EAL - Signage to support EAL families	Autumn term 2024	Inclusion Leader Admin Staff		-All parents receive information in a form that they can access -All parents understand what are the headlines of the school information -Pupils and parents feel supported and included -All can access information about the school

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				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				