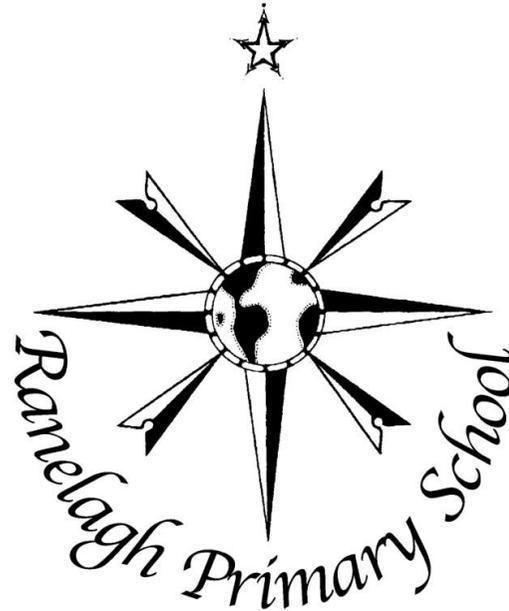


Accessibility Plan



Ranelagh Primary School Accessibility Plan

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.

Key Principles:

- Compliance with the Equality Act is consistent with the school's aims and Equal Opportunities policy, and the operation of the school's Inclusion Policy.
- 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
- 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.
- 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.

Aims:

The School's Accessibility Plan will contain relevant actions to:

1. Physical Environment

Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

2. The Curriculum

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of *specialist aids and equipment*, which may assist these pupils in accessing the curriculum.

3. Provision of information

Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available when required or on request in various preferred formats and within a reasonable time frame.

Linked Policies

This Plan will contribute to the review and revision of related school policies where and when necessary, e.g.

- Teaching & Learning
- SEN policy
- Equalities
- Curriculum policies
- Health & Safety
- Behaviour
- Admissions

Physical Environment

Target	Task	Time frame	Responsibility	Impact
Ensure that all Educational Visits(EVs) are accessible for pupils with SEND	<ul style="list-style-type: none"> Effectively planning and relevant EVs Arrange specific staffing, equipment and transport to ensure pupils with SEND are able to attend these visits alongside their peers 	On going	EV coordinator Class Teacher	All EVs are fully accessible and inclusive
Improve access for SEND pupils who may experience difficulty moving around the school.	<ul style="list-style-type: none"> Ensure care and Personal Emergency Evacuation plan (PEEPs) are in place to support children with mobility difficulties. 	On going	Inclusion Team Health and Safety lead	Full evacuation practises meet timed requirements for all pupils exiting the building. Fire wardens are aware of pupil access needs.
Wrap around provision and after school clubs are accessible for all children including those with SEND	<ul style="list-style-type: none"> Ensure access is available for all pupils including those with SEND. Provide appropriate adult support Make physical adaptations as necessary 	On going	Clubs Lead Inclusion Lead Community Cohesion Lead	All children including those with SEND access the wrap around provision within the school.

Curriculum Access

Target	Task	Time frame	Responsibility	Impact
Continue to improve effective speech and language provision within the school.	<ul style="list-style-type: none"> • Evaluate and implement improved S&L provision. • Screen all EYFS for S&L difficulties. • Support communication/interaction provision outlined in the EHCPs. 	On going	Inclusion Team School Based SALT	Needs outlined in the EHCP are met. Classroom provision is increasingly effective for pupils with S&L making at least expected progress. Early effective intervention will reduce the need for intensive intervention in the Upper Key Stages
Use of abridged and sensory stories to support children with needs	<ul style="list-style-type: none"> • Training of all staff in using the adapted stories • Resources purchased to match sensory stories 	Summer	Inclusion Team	Children with SEND able to access the same text as their neurotypical peers.
In line with the new assessment system and end of year standards, support teachers with differentiation.	<ul style="list-style-type: none"> • Standards leaders to support planning • Subject leaders training. • Monitoring of planning, books, Google Classroom and data. • Embed the Engagement Model for children not operating at NC levels. 	Summer Term	LMT Subject leaders Assessment Lead Inclusion Team	Curriculum is matched to the needs of all learners.

Provision of information

Target	Task	Time frame	Responsibility	Impact
Make information for parents and visitors in alternative formats when requested.	<ul style="list-style-type: none"> School to explore ways for converting written information into alternative formats including Google Translate and braille either online or paper copies. 	Ongoing	Inclusion Team LMT	Parents and visitors with communication difficulties will be able to access information.
Review documentations with a view of ensuring accessibility for pupils with visual impairments	<ul style="list-style-type: none"> Seek advice from the Visual Impairment team for specific pupils. Use of a consistent font in at least a font size 12 for documents for access for pupils. Ensure font is large enough on the IWB. 	Spring Term	Inclusion Team Class teacher	Pupils with Visual Impairments able to access written information in the class.
Ensure text messaging (including Studybugs) service is used effectively to inform and engage parents	<ul style="list-style-type: none"> Regular use of text messaging to get up to date and relevant information to parents. 	Spring	LMT Office Admin	Parents are easily able to access and use the text messaging service.