

Accessibility Plan

Ranelagh Primary School Accessibility Plan

Autumn 2024

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.eg school lift. 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

Objective	Action	Time frame	Responsibility	Success Criteria
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 • Regular maintenance of all environmental/site resources, e.g., finger guard, lifts, sensory room equipment, soft play room, outdoor play equipment/areas 	On going	Inclusion Team Health and Safety lead	<p>Full evacuation practices meet timed requirements for all pupils exiting the building.</p> <p>Fire wardens are aware of pupil access needs.</p>
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 communication 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. ● To ensure consistent use of visuals and other communication strategies to support all children ● Signalong for functional and social language to support all learners 	On going	Inclusion Team EYFS lead Communication Leads	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 Communication both verbal and non verbal is valued within the school setting.

Provision of information

Target	Task	Time frame	Responsibility	Impact
Make information for parents and visitors in alternative formats when requested.	School to explore ways for converting written information into alternative formats including Google Translate	Ongoing	Admin Team Inclusion Team Leadership	Parents and visitors with communication difficulties will be able to access information.
Classroom displays are appealing and accessible to all children, staff and parents	Widgets are used appropriately QR codes displayed Key Vocabulary is displayed in community languages	within academic Year	Inclusion Team Class teacher	Displays are purposeful and support those who may have difficulty with standard forms of printed information
Develop the use of pupil voice for children with SEND	Opportunities for children with SEND to be active members within the school council	Autumn 2024	School Council Lead Class Teachers	Children with SEND are represented on the School Council.