

Accessibility Plan



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Ratified by governors: Yes

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Ranelagh Primary School Accessibility Plan

Autumn 2017- Autumn 2020

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
- SEND policy
- Inclusion policy
- Equality policy
- Curriculum policies
- Health & Safety
- Behaviour
- Admissions

Physical Environment

| Target | Task | Time frame | Responsibility | Impact |
|--|--|--------------------------------|--|---|
| To improve access to different floors in the building | <ul style="list-style-type: none"> • Within the new build, ensure there is a lift available to allow access all floors. | In line with the building work | LMT | Access to all floors to support those with mobility issues. |
| To review and improve access into the school through the main entrance | <ul style="list-style-type: none"> • Ensure the main reception and desk is wheelchair friendly. • Ensure door widths meet building regulations to allow easy access for mobility scooters and wheelchairs. | In line with the building work | LMT | Wheelchair users can enter the main reception independently and can speak directly to office staff at the desk. |
| 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. |

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. | On going | Inclusion Team | 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 |

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. • Use of bank of interpreters (PTA or staff) | On-going | Inclusion Team Community Cohesion Lead 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. | Autumn 2017 and on-going thereafter. | Inclusion Team Class teacher | Pupils with Visual Impairments able to access written information in the class. |