



## Ruardean Church of England Primary School

*Love of learning – Love of life – Love of one another*

*Matthew ch22 v33-40*

### Accessibility Plan Mar 2024-2027

This plan will be reviewed in full by the Governors every three years	
Plan reviewed and ratified by the Governors:	March 2024
Next review due:	March 2027

Ruardean C of E Primary School aims to treat all stakeholders, including pupils, prospective pupils, parents / carers, staff, governors and all other members of the school community favourably and, whenever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils and their families and any relevant external agencies in order to remove or minimise any potential barriers to learning, allowing them to learn, achieve and participate fully in school life.

#### Introduction:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has four key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils, parents and staff less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.
- The responsibility of school as an employer for disabled staff.

#### Definition of Disability:

A person has a disability 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 carry out normal day-to-day activities. (Equality Act 2010)

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

**The Purpose of this Plan:**

This plan shows how Ruardean C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors by;

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

**Contextual Information:**

The school is single storey buildings split over two sites on the side of a steep hill. The lower site is made up of two Elliot buildings. One has 3 doors access on the level. One has stepped access and a rear ramped access to the fire escape, this building also has a hygiene suite and disabled toilet. There is a lane between the sites. The top site can be accessed from the ramped main entrance. Once inside this building all the rooms can be accessed on the level, however the adult toilet has a small step to access.

**Increasing the extent to which disabled pupils can participate in the school curriculum:** Raising standards in teaching and learning drives whole school development. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for ALL children. We aim to meet every child's needs within an inclusive environment.

Target	Action	Responsibility	Timescale	Outcomes
Ensuring participation in all areas of the school curriculum.	Provision of iPad, laptop & typing programme and other electronic devices for individual pupils	SENDCo and Class Teacher / support staff	On-going	Pupils are able to use equipment / visual aids to support access to curriculum effectively raising self-esteem and confidence.
Strategies and specialist equipment used to support learning.	Use of specialist aids and equipment visual prompts and aids.	SENDCo to liaise with Advisory Teaching Services.		
Increase awareness of staff in meeting the needs of all pupils' individual needs.	Staff updated on specific needs for pupils. Put in place effective strategies for scaffolding and differentiation. Additional time to access formal assessments.	SENDCo to update staff Advice from Advisory Teaching Services.	On-going	Pupils have fuller and more independent access to curriculum.

Encourage participation in lunchtime /after-school clubs and school trips/ activities off site.	The school always encourages participation of disabled pupils in lunchtime activities and after school clubs and school trips / activities off-site. Site visits are made prior to booking a school trip to risk assess accessibility. Alternative travel arrangements may be made if necessary. Social stories may be used to prepare pupils in advance of a trip or event.	Head teacher / Class Teacher / SENDCo	On-going	Pupils with disabilities have full and equal access to all school activities and events. Where adjustments need to be made this is either referenced on a Trip/activity risk assessment. When the risk is deemed high, pupil to have an individual risk assessment. Care plans reference school activities and events.
To enable pupils to participate in playtimes and PE sessions with specialised equipment eg. visually impaired.	Purchase recommended and specialist PE equipment eg, large balls, balls with bell.	SENDCo / PE co-ordinator / Sports Coach	As needed.	All pupils participating in an active playtime and PE sessions.

**Specialised provision in our physical environment:** Ruardean C of E Primary School is committed to its inclusive approach. It offers equal entitlement to all, regardless of disability, even when this involves making adjustments to practice and provision.

Target	Action	Responsibility:	Timescale	Outcomes
To ensure our school environment has access for disabled members of the school community.	Maintain clear ramps and pathways around the school grounds to enter the school building allowing access for all.	Caretaker All school staff.	On-going	All pupils, members of our school community and visitors have more independent access to school. Maintaining a safe outside environment for all.
	Maintain a clutter free environment in corridors and	All school staff	On-going	All pupils and members of our school community are

	classrooms to allow access for all.			able to access a safe inside environment.
	Install a ramped access to the C&I Centre (Hygiene suite and disabled toilet)	GCC	Summer 2022	Children and adults will have a dignified entrance to the facilities rather than using the fire exit ramp.
	Tarmac the top path outside C&I to the carpark. Tarmac the sloped path that joins the low path to the KS2 classrooms	Governors and GCC	Summer 2021	Wheelchair users will be able to use all pathways on the lower site with ease. Fit for purpose path linking lower site classrooms to the car parks.
	Outdoor play equipment is provided for all and checked that it is safe to use.	Caretaker All school staff Playtime supervision staff	On-going	All pupils able to access outdoor play equipment safely.
	Allocated parking space for disabled visitors on lane between both lower and top site.		On-going	In place
To maintain accessibility to all school activities and events	The school always considers accessibility for disabled pupils and parents when planning a school trip or activity. Site visits are made prior to booking a school trip to risk assess accessibility. Alternative travel arrangements may be made if necessary. Social stories may be used to prepare pupils in advance of a trip or event.	Head teacher / Class Teacher / SENDCo	On-going	Pupils with disabilities have full and equal access to all school activities and events. Where adjustments need to be made this is either referenced on a Trip/activity risk assessment. When the risk is deemed high, pupil to have an individual risk assessment. Care plans reference school activities and events.

**Improving the delivery of information to disabled pupils/ parents / carers, especially when in writing.** This will include planning to make written information that is normally provided by the school accessible to all pupils and parents, regardless of disability. Examples might include handouts, letters and information. The information should take account of pupils' and parents' disabilities and where possible, should be offered in their preferred format and be made available within a reasonable timeframe

Target	Action	Responsibility	Timescale	Outcomes
School to request advice from Advisory Teaching Services available for visual and hearing impaired pupils and pupils with other disabilities when necessary.	SENDCO to consult with relevant professionals for advice as necessary. SENDCo to liaise and share with staff .	SENDCo / Class Teachers and relevant support staff.	On-going	School will have necessary knowledge to support children with needs; seek the advice and support of agencies as appropriate.
Make information available in different formats as necessary e.g. Enlarging print for the visually impaired, simplifying language,	SENDCO to assist staff in presenting information in different formats to meet pupils needs. Ensure VI / HI pupils have aids / equipment to support their learning in school.	SENDCo with Class Teachers and relevant support staff.	On-going	Pupils are able to access visual information more easily using the adapted formats and specialised equipment.
Using picture communication print/ symbol language / signing for children with communication needs.	Staff in C&I centre use Makaton as appropriate. Signing/actions used with whole school in Worship / singing.	SENDCo with Class Teachers and relevant support staff.	On-going	Pupils with communication needs are able to communicate with their peers and adults supporting them.
Classes to use visual timetable as appropriate.	Make class or individual visual timetables.			

Ensure parents / carers are able to access written information sent from school.	Staff available to read through written information with parents/ carers. Support with completing forms to support family needs.	SENDCo / FSW / Class Teachers	As needed	All parents/ carers are able to access written information from school.
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