The Ridge Primary School
Accessibility Plan

Introduction

This plan shows how the Governing Board of The Ridge Primary School aims to increase the accessibility of its school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability : A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal.

The plan considers three areas:

- increasing access for disabled pupils to the school curriculum
- improving access to the physical environment of the school
- improving the delivery of written information to disabled pupils

The School Context

Current range of known disabilities in school

The school has children with a range of learning difficulties and disabilities from all four areas of need, as defined by the Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

There are also children with recognised medical conditions such as epilepsy.

Context of the Plan

1) Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

2) Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

3) Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

The Plan

1. **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the ethos of the school. 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 mostly mixed ability inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend after school clubs, leisure and cultural activities and educational visits.

Target	Strategies/Actions	Time Frame	Who	Outcomes
• To ensure that all educational visits and after school clubs are available to all pupils	• All venues for visits to be checked prior to visit • All risk assessments completed and acted on • All activities and visits are staffed appropriately in terms of numbers and expertise of staff • Ensure that external organisations providing after school clubs understand their responsibility to make appropriate provision for pupils with SEND	On-going	Group Leaders	All visits and after school clubs are fully inclusive and can be accessed by all pupils

Target	Strategies/Actions	Time Frame	Who	Outcomes
• To ensure that teaching is differentiated to meet the needs of all pupils, so that they can access the full curriculum	• Analyse data to ensure that pupils with SEND are making expected progress from their starting point in each class and groups of pupils across the school e.g. Dyslexic pupils, Autistic pupils • Provide training for staff, either individually or whole staff to ensure that they understand the learning needs of their pupils and know effective strategies to use in the classroom	On-going	SLT SENCo	All pupils can access the full curriculum offer
• To facilitate improved access to the curriculum by ensuring that writing becomes an automatic process, thus enabling thinking, reasoning and creativity to become more efficient	• Kinetic letters programme to be used in all classes across the school • Materials to support the programme to be purchased on a rolling programme • Training for existing staff to continue and new staff to be trained on entry to the school	On-going	All staff	The writing process becomes automatic, allowing thinking, reasoning and creativity to develop, particularly for pupils with poor fine and gross motor skills

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies/Actions	Time Frame	Who	Outcomes
• To ensure that recommended aids, adaptations and software which will aid the learning of pupils with SEND are available, as appropriate	• Take advice from external specialists involved with the child • Audit the equipment and software already available in school. Store any currently unused items in a central place	On-going July 17	SLT SENCo SENCo	Pupils have the appropriate aids available and in use
• To be aware of the access needs of parents/carers, staff, governors and regular visitors to the school	• Consider access needs of staff/governors during the recruitment process • Encourage parents and regular visitors to the school to discuss their access needs with an appropriate member of staff • Respond to these needs, with appropriate advice, as quickly as possible	On-going	Headteacher Governors Headteacher SENCo Class teachers Family Support Partner SLT Governors	All staff, governors, parents/carers and regular visitors can access appropriate areas of the building

Target	Strategies/Actions	Time Frame	Who	Outcomes
• To be aware of the access needs of new pupils before they enter the school, so that appropriate adaptations can be made to the school environment	• Take advice from appropriate agencies, particularly in the eventuality of a wheelchair user being admitted to the school, as the building is two story. The feasibility of fitting wheelchair lifts would need to be explored	When necessary	SENCo SLT Governors	Every effort is made to adapt the building to meet the needs of a wheelchair user
• Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.	• Individual PEEPs drawn up and shared with relevant staff. • Advice and support sought from the relevant local authority specialist support services.	As needed	SENCo HI Service VI Service	The environment is conducive to learning for pupils with sensory impairments

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies/Actions	Time Frame	Who	Outcomes
• To ensure that the school website has the facility to change print and background colour and print size to suit the users preference	• Discuss requirement with ICT Technician or other IT expert • Incorporate advice into future changes to website	January 2020	Web master/builder	Colour and size of print and colour of background can be changed to suit user preference
• To ensure that worksheets and other printed material used in the classroom, is adapted to meet individual need	• To take advice from relevant specialist services as to necessary adaptations and respond accordingly e.g. printing on to paper of a particular colour for a child with visual stress or in a particular font size for a child with a visual impairment • Staff to be given relevant training	On-going	Class teachers SENCo	Printed material in use in the classroom is accessible to all pupils

Target	Strategies/Actions	Time Frame	Who	Outcomes
• Be aware of parents who may need information presented in an alternative format or language	Encourage parents to discuss their needs with an appropriate member of staff and respond accordingly	On-going	Headteacher SENCo Class teachers Family Support Partner SLT	Printed material sent home is made available in a format which meets the needs of the individual parent

The school will monitor the impact of the plan with staff, parents, governors and pupils.

Monitoring and Review

The Governors will review the policy as determined by the review programme agreed and detailed in the policy review cycle.

Date of ratification: February 2017   Policy to be reviewed: February 2019

Signed_____ (Chair of Governors)