



Ranelagh Primary School

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Accessibility Plan

Reviewed on: 10th June 2024

Next Review due: Summer 2027

Signed by:

A handwritten signature in black ink, appearing to be 'J. A.', written over a horizontal line.

Chair of Governors

Signed by:

A handwritten signature in black ink, appearing to be 'Hopper', written over a horizontal line.

Headteacher

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including the Local Authority and other external agencies working with disabled pupils..

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

Approval has been delegated to the Resources Committee.

4. Links with other policies

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication

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- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Action Plan

1. 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.
2. Increasing access for disabled pupils to the school curriculum. Improving teaching and learning lies at the heart of the school's work. 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 (with some setting where appropriate), 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 permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Improving the delivery of written information to disabled pupils

3. 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 handouts, textbooks and information about school events or transition. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

1, Access to Premises / Physical Environment					
Target	Responsibility	Strategy	Resources	Timescale	Outcome/Review Evaluation

The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	SLT/SENDCo/Site Manager	<p>Create access plans for individual disabled pupils when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate, Consider access needs during the recruitment process.</p> <p>Site manager to regularly monitor access ramps to ensure safety. Portable ramp to be used where permanent ramps are not yet in place. Internal lifts to be maintained and serviced as required.</p> <p>Offer alternate drops of/picks up points for parents.</p>	<p>Support from County/Grounds where appropriate.</p> <p>Portable ramp.</p> <p>Maintenance costs.</p>	<p>In place and ongoing</p> <p>As required</p>	<p>Access plans in place for disabled staff/pupils and all staff aware of pupils needs. School will be fully accessible for wheelchair users. All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.</p>
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Ensure all disabled pupils can be safely evacuated.	SLT/SENDCo/All Staff	<p>Create a PEEP for individual disabled pupils/ staff when required.</p> <p>A temporary PEEP may be required for pupils/ staff whose mobility is temporarily affected by illness or injury.</p> <p>Manual handling training for staff who provide physical support for individual pupils.</p> <p>Regular fire drills to ensure all staff are aware of their responsibilities in relation to disabled pupils.</p>	<p>Manual handling training – cost attached.</p>	<p>In place and ongoing</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire.</p>

Provision of wheelchair accessible toilet.	Site Manager	Ensure wheelchair accessible toilet remains clear and availability for use. Maintain wheelchair accessible toilet with clinical waste bins.	Maintenance costs.	In place and ongoing	School will be fully accessible for wheelchair users.
Maintain safe access around the exterior of the school.	Site Manager	Ensure that pathways are kept clear of vegetation and other trip hazards, e.g. loose stones.	Maintenance costs. Cost included in ground's maintenance contract.	In place and ongoing	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school.	Site Manager/SENDCo	Awareness of flooring, furniture and layout in planning for disabled pupils.	Cost of any adjustments that need to be made.	In place and ongoing	People with disabilities can move safely around the school.
Improvement to help the visually impaired.	Site Manager	Maintenance of steps, poles, doors or identifies hazards highlight in yellow paint. Maintenance of yellow paint makings use to identify trip hazards. Lifting of carpet tiles to be monitored, identified and addressed.	Maintenance costs.	In place and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas of the building (internal and external) monitored and maintained.

2, Participation in the Curriculum (Learning and Social)

Training for staff on differentiation and increasing access to the curriculum for all pupils.	SLT/SENDCo/School Nurse/Other Health Teams	Training from SES and other suitable agencies where appropriate. Advice and guidance from SaLT. Access to courses, CPD. Sharing best practice within school, internal CPD and upskilling. Ongoing guidance from specialists, e.g. Sensory Support Team for pupils with visual or hearing impairments, physiotherapists, occupational therapists, moving and handling advisors etc. Epipen/Asthma/Epilepsy training. Intimate care policy.	Time for training/CPD. TA release – cost attached.	In place and ongoing Regular visits from outside professionals to support individual pupil needs	Staff feel confident within their roles. Increased access to the curriculum. Needs of all learners met. Maintain records of all staff training. All staff training is kept up to date
Effective use of ICT software to support access to the curriculum for all pupils.	SLT/SENDCo/ICT Technician	Use of ICT, e.g. SEND iPads, talk buttons, talking pens. Ensure relevant software is installed where needed. Staff plan effectively for the use of ICT to support access to the curriculum for all pupils.	Specific apps to support learning on SEND iPads.	In place and ongoing	Positive impact on pupil progress. Staff are confident in their planning for the use of ICT to support access to the curriculum.
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils.	SLT/SENDCo	Strategic deployment of support staff/intervention teacher. Purchase and allocate resources as needed to support individual need, e.g. writing slopes, coloured overlays, chew buddies, pencil grips, fiddle toys. Ensure all specialist equipment (e.g. hearing aids) are checked daily and seek advice if needed (e.g. from SES, Physio).	Resources for individual pupils as required – cost attached. Specialist equipment provided for individual pupils but health services.	In place and ongoing	Positive impact on pupil progress. Needs of all learners met enabling positive outcomes.

Adaption to the curriculum	SLT/SENDCo/Class	Access to pastoral support – Thrive	Thrive training – cost	In place and	A fully inclusive curriculum.
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to meet the needs of individual learners.	Teachers/Pastoral Team	<p>approach.</p> <p>Timetable adaptations, including soft starts where appropriate.</p> <p>Adapted teaching approaches and reasonable adjustments.</p> <p>Individual physiotherapy/occupational therapy sessions.</p> <p>Speech and language therapy. Use of access arrangements for assessment/National tests.</p>	<p>attached.</p> <p>Physio/Occupational Therapy team as required.</p> <p>Specialist equipment attached to individual pupils.</p> <p>Independent speech and language therapist –</p> <p>Communicate.</p>	ongoing.	Needs of all learners met enabling positive outcomes.
All educational visits to be accessible for all pupils.	SLT/SENDCo/EV Coordinator	<p>Develop guidance for staff on making trips accessible.</p> <p>Pre-visits to identify and assess any possible accessibility issues and appropriateness.</p> <p>Risk assessment will be undertaken where appropriate.</p> <p>Ensure that transport is accessible for all pupils, e.g. wheel chair accessible coach.</p>	<p>Release time for previsit – cost attached. Suitable transport companies.</p>	In place and ongoing	All pupils in school are able to access and participate all educational visits.

All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable participation for all pupils.	SLT/SENDCo/Staff leading clubs	<p>Strategic deployment of staff – additional adult support provided where possible.</p> <p>Risk assessments will be undertaken where appropriate.</p> <p>Providers will comply with all legal requirements.</p>	<p>Additional staff – cost attached. Any specialist equipment needed to allow a pupil to access a club.</p>	Ongoing	Increased access to extracurricular activities for all pupils with SEND.
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3, Access to information					
Review information to parents/carers to ensure it is accessible.	SLT/Office	Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and	Time to support parents.	In place and ongoing	All parents receive information in a form that they can access. All parents can successfully
		complete school forms.			complete forms.
Availability of written material in alternative formats.	SLT/Office	Monthly newsletter emails to parents/carers – paper copy provided where email is not available. Improve availability of information for parents – display relevant information and ensure that it is accessible. Key information published on school website and regularly reviewed/updated.	Maintenance of website – cost attached.	In place and ongoing	All parents/carers will be up to date and well informed of school information.
Provide information in other languages for pupils and prospective pupils.	SLT/EAL Coordinator	Access to translators. Key information published on school website can be translated. Provide translated documents where appropriate. Personalised induction for families/pupils for speak English as an additional language.	EAL Coordinator/support staff. Release time for induction of new starters.	In place and ongoing	Parents/carers who speak English as an additional language will be up to date and well informed of school information. School will know relevant information relating to new starters to best support them in school.