



ACCESSIBILITY PLAN

RATIFYING COMMITTEE	Finance & Premises Committee Educational Standards & Achievement Committee
DATE RATIFIED	10/5/19
NEXT REVIEW DATE	May 2022

ACCOUNTABLE LEAD/ POLICY AUTHOR: Julie Greenwood, Deputy Head and SENCO

PLAN OBJECTIVES

The objectives of this plan are:

- **To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Ravenbank Primary School**
- **To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services**
- **To improve the delivery of information to pupils with a disability and parents.**

Ravenbank Accessibility Plan 2019-2022

Purpose of the plan

This plan shows how Ravenbank Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Ravenbank Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Ravenbank Community Primary School

At Ravenbank Primary School, we believe that every child should have access to a broad, balance, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. Improving teaching and learning, lies at the heart of the school's work. Through self-review 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 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 permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. To this end, we have drawn up our own Accessibility Plan.

The Accessibility Plan

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Under the Equality Act 2010 all schools should have an Accessibility Plan. It also draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools and must be approved by Governors and reviewed every three years.

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

As previously mentioned the Accessibility Plan will be drawn up to cover a three year period and will be updated annually. It will contain relevant actions to:

- 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 able - bodied pupils. This covers teaching and learning and the wider curriculum of the school such as 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.

- 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.
- Improve and make reasonable adjustments to the delivery of the **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame.

Plan Availability

The School makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the school office

Our aims are:

- **To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Ravenbank Primary School**
- **To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services**
- **To improve the delivery of information to pupils with a disability and parents.**

Aim 1: To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Ravenbank Primary School.

Our current position:

- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
 - Using specialist teachers to support learning and to give pastoral and inclusion support.
 - Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
 - Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
 - Provision of a bank of specialist resources, available to support individual pupil needs.
 - Setting clear learning objectives that are appropriately differentiated for individual pupils.
 - Ensuring that parents/pupils are included in the target setting process.
 - Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
 - Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
 - Developing a Restorative approaches ethos within school.
 - Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work. (visual/auditory/kinaesthetic).
 - Using ability groups to target additional needs, with skilled TAs to support learning.
 - Buddy schemes to support vulnerable pupils.
 - Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance, so that all ability groups and all disabilities, are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities

	Aim	To be achieved by ...	Responsibilities. Time and Cost/Funding Stream	Success Criteria	Monitor and Review
Short term	1.1 To ensure all staff are trained to support children with medical conditions.	Update staff training annually in : <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes • and as required in other specific conditions • Update Medicines Policy annually and ensure annual parental medical forms are gathered. 	All staff Headteacher and SLT Medicines Policy Lead Office Team September 2018 – ongoing CPD Funding Stream	Staff are confident supporting children with medical conditions Staff have received appropriate training for medical conditions Medicines Policy updated Parental Medical forms completed	Office Team SLT Class Teachers Governors update
	1.2 To continue to raise awareness of hidden disabilities. (ADHD Dyslexia / ASD)	<ul style="list-style-type: none"> • ASD / ADHD / DYSLEXIA assemblies • ASD awareness week • ADHD awareness week • Dyslexia Awareness week • Newsletter highlights Autism /ADHD/ Dyslexia Awareness week • Workshops for parents • ADHD INSET • Mental Health Week 	All teaching Staff – Assembly / classroom activities Office team JG/LS Spring 2019 ADHD Foundation Autumn 2018 CPD Funding Stream	Children, parents, carers have a better understanding of hidden disabilities Parents / carers are able to use different strategies and resources to support children with hidden disabilities	SLT Headteacher SENCO Class Teachers Governors update
	1.3 Provide a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances – mental health	Mental Health <ul style="list-style-type: none"> • Share advice and best practice of what works – case studies / research • Share schemes / plans about teaching and learning that helps 	Whole school team - INSET - ADHD – September 2018 Autumn 2018 JW/DG – Staff meeting Autumn 2018 – Summer 2019	A supportive culture, ethos and environment is evident across the whole school Staff have a better understanding of mental health	Headteacher SLT All staff Governor update

		<p>children to build important life skills, through PSHE strategies - such as learning to learn, habits of mind and growth mind set</p> <ul style="list-style-type: none"> • Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of the school staff and community, informs them about early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem • Prepare a staff questionnaire which enables the staff to highlights specific areas of concern • Agree a programme of CPD for all staff 	<p>Spring 2019 – JW – Staff meeting</p> <p>CPD Funding Stream</p>	<p>Staff able to support children and their mental health</p> <p>Staff have received appropriate training that is relevant and up to date</p> <p>Staff have an understanding that mental health is the responsibility of all staff</p> <p>A questionnaire has been completed and highlights specific concerns</p> <p>A programme of CPD has been agreed with all staff</p>	
	<p>Improve assessment and marking systems further to embed consistent practice across the whole school</p>	<ul style="list-style-type: none"> • Review NFER Year 1,3,4,5 – appropriate, informative • Staff meeting time to moderate between classes within a key stage 	<p>Headteacher</p> <p>Assessment Lead</p> <p>SLT</p> <p>No Funding implications</p>	<p>Marking and assessment systems are consistent across the whole school</p>	<p>Headteacher</p> <p>SLT</p> <p>Governors Update</p>

	<p>To maintain a consistent approach between classes and key stages in the assessment of Reading, Writing and Maths</p>	<p>and key stages for progression.</p> <ul style="list-style-type: none"> • Curriculum leads to ‘ have ownership of the assessment ‘ and be involved in suggesting appropriate interventions and support • Curriculum leads reporting results and progress to Governors 		<p>Assessment systems for Reading, Writing and Maths are consistent across the whole school</p>	
	<p>Staff have a better understanding of ADHD, identification, assessment and support</p>	<ul style="list-style-type: none"> • ADHD Indicator / Checklist adopted as initial indicator of ADHD • Indicator / Checklist known and implemented • ADHD Screener administered to children who are highlighted as at risk – cost implications (£50 per child) • Parents concerns are taken seriously, logged and acted upon • Parents, teachers, teaching assistants and children involved in the writing of Pupil Profiles 	<p>INSET September 2018</p> <p>JG Spring 2019 - Staff Meeting</p> <p>CPD Funding Stream</p>	<p>Staff able to identify characteristic of ADHD</p> <p>Staff are able to support children appropriately and have a bank of strategies and resources</p>	<p>Headteacher</p> <p>SENCO</p> <p>SLT</p> <p>Governors Update</p>

		<p>with particular reference to ADHD</p> <p>Website includes information for parents and teachers about ADHD</p>			
Medium term	<p>Parents have a better understanding of ADHD, identification, assessment and support</p>	<ul style="list-style-type: none"> • Workshop / Presentation to parents – Focus ADHD • Website includes information for parents and teachers about ADHD • SENCO available for ‘drop ins’ / Learning review meetings’ <p>SENCO coffee morning / afternoon – to enable parent to discuss concerns with the SENCO</p>	<p>JG Summer 2019</p> <p>No Funding implications</p>	<p>Parents / Carers able to identify characteristic of ADHD</p> <p>Parents / Carers are able to support children appropriately and have a bank of strategies and resources</p> <p>Parents are signposted to support and pathways to formal identification</p>	<p>Headteacher</p> <p>SENCO</p> <p>Governors Update</p>
Long term	<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<ul style="list-style-type: none"> • Review and implement a preferred layout of furniture and equipment to support the learning • Identify and establish quiet workstations in each class • Equipment organised and labelled • Visual timetables evident • Clear signage • 	<p>All staff</p> <p>Resources Funding Stream</p>	<p>Classrooms are organised and promote participation and independence</p>	<p>Headteacher</p> <p>SENCO</p> <p>Governors Update</p>

	All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	All staff No Funding Implications	Increase in access to all school activities for all disabled pupils	Headteacher SENCO Governors Update
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.

Ravenbank takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site and premises.

Our current position:

- The school building is accessible for pupils with physical difficulties.
- The outside play areas are flat and accessible to wheelchair users
- 2 disabled car park spaces are available in the school car park.
- Disabled toilet facilities are available with wheelchair access.
- Toilet facilities have been adapted – handles added in toilet areas to meet individual needs.
- Private room spaces are available to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children’s work is shown to be valued by use in displays around the school.

- The outdoor learning environment is being developed to enhance pupil’s health and well-being. (seating areas)

- Some communal spaces are ‘clutter-free’ to facilitate easy movement around the buildings.

	Aim	To be achieved by.	Responsibilities. Time and Cost / Funding Stream	Success Criteria	Monitoring and Review
Short term	Ensure Hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Class teacher SENCO LA hearing support team	All children have access to the equipment	Headteacher SENCO Governors Update
Medium term	To consult and appoint an external agencies / contractor to address the drainage solutions for the outdoor area.(playground and field)	Office team and Head to consult with 3 independent topography experts ref. solutions to the current drainage problems An external agency is agreed upon and Governors and PTA made aware of the funding implications Funding is secured and a plan of action is implemented by the external agency /contractor	Head / Office / Maintenance Officer Costing stream – Premises/ PTA	An external agency/ contractor is appointed An agreed plan of action is attained and the school has a clear understanding of funding implications	Head teacher / Office team / Maintenance Officer
	The outdoor environment is accessible to all adults and children.	External agencies / contractor ensure that wheel chair access is incorporated into any plans	Head / Office / Maintenance Officer Costing stream – Premises/ PTA	Wheelchair paths enables all children to be able to access the outdoor learning and playing areas	Head teacher / Office team / Maintenance Officer

	There is a reduction in the amount of mud and dirt entering the school building	The outside drainage problems are resolved via external agencies / contractors Drainage is monitored by the maintenance officer	Head / Office / Maintenance Officer Costing stream – Premises/ PTA	Cleaning contractors are spending less of their deep cleaning carpets and floors. There is a reduction in the amount of mud and dirt entering the school building	Head teacher / Office team / Maintenance Officer
	There is a reduction in the number of minor bumps	The children are able to access all outdoor areas and have adequate space to learn and play	Head teacher Staff Office	There is a reduction in the number of reported playtime incidents involving bumps.	Head teacher Staff Office

Aim 3: Improvements in the provision of information in a range of formats for pupils with a disability.

Our Current position

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Text messaging to parents
- Buff paper being used across the school

	Aim	To be achieved by...	Responsibilities. Time and Cost/Funding Stream.	Success Criteria	Monitoring and Review
Short term	<p>Review information to parents/carers to ensure accessible</p> <p>Availability of written material in alternative formats</p>	<ul style="list-style-type: none"> • Provide information and letters in clear print in 'simple ' English • School Office will support and help parents to access information and complete forms • Ensure website and all documents accessible via the school website can be accessed by the visual impaired • The school will make itself aware of the services available through the LA for converting written information into alternative formats. • The school will be able to provide written information in different formats when required for individual purposes 	<p>All Staff SLT Headteacher School Office PTA Governors</p> <p>Website design team</p> <p>No Funding Implications</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>	<p>Headteacher</p> <p>Office Team</p> <p>Governors Update</p>
Medium term	<p>Ensure all staff are aware of guidance on accessible formats</p>	<p>Guidance to all staff on dyslexia and accessible information (coloured backgrounds, dyslexia friendly fonts)</p>	<p>All Staff SLT Headteacher SENCO</p> <p>No funding implications</p>	<p>Staff produce information that is accessible to all</p>	<p>Headteacher</p> <p>Office Team</p> <p>Governors Update</p>

	Annual Review information to be accessible to all	Continue to develop child friendly Pupil Profiles – review the format	All Staff SLT Headteacher SENDO No funding implications	Staff have produced child friendly pupils profiles Staff more aware of the pupils preferred method of communication	Headteacher Office Team Governors Update
	Language other than English to be visible in school	Some welcome signs to be multi- lingual	All Staff SLT Headteacher All staff No funding implications	Language other than English evident in school	Headteacher Office Team Governors Update