



Ridgeway Primary School and Nursery

Accessibility Plan

Status: Statutory
Source: Previous Accessibility Plan, Croydon and The Key templates
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Approved by: L & A Committee
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Policy is written in conjunction with the SEND policy

Revision date	Page no	Significant changes made
May 8 th – mainly rewritten		

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.

Ridgeway Primary School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils:

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To work closely with external agencies to gain further strategies and advice.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- This 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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

[Insert link to Croydon accessibility plan \(if available online\)](#)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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.

Ridgeway Primary School has a strong commitment to equal opportunities and accessibility as laid out in the 'School Core Values and Aims', 'Equal Opportunities Policy', Curriculum Policies, 'Teaching and Learning Policy', 'Special Educational Needs and Disabilities Policy', 'Behaviour and Anti-Bullying Policy', and 'Health and Safety Policy'. As a

school we aim to embed accessibility into everything we do: in school development, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

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 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The Equality Act 2010 defines an individual as disabled 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 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.

We are working within National Frameworks for educational inclusion including The SEN Revised Code of Practice 2014, SEN & Disability Act 2001, the Disability Discrimination Act (amended for school 2001), Code of Practice for Schools (Disability Rights Commission) and OFSTED.

a) Increasing the extent to which disabled pupils can participate in the schools' curriculums

Priority	Action	Responsible Person	Timescale	Outcome
Improve participation in the curriculum through improvements in differentiated learning opportunities.	Support school-to-school advice and sharing of good practice through networks such as the SENCO Forum and specialist outreach.	Teachers SENCO Monitoring through observations	Begin Autumn term 2019	Planned learning will effectively enable children with SEN to be able to access the curriculum, especially for independent learning
Curriculum progress is tracked for all pupils, including those with a disability, with targets set that are effective and are appropriate for pupils with additional needs	Gaps identified for children with SEN who do not require an Additional Support Plan. Quality first teaching and specific intervention address these gaps.	Teachers to record data Team Leaders & SENCO to analyse and discuss with teachers	Sep 19 staff to know children raising concern. Termly tracking of data	Children with SEND have their progress carefully tracked, gaps identified and provision planned, which will ensure children make progress in identified areas.
High quality resources are planned for and available which are tailored to the needs of pupils who require support to access the curriculum.	When planning, consider resources to enable children with SEND to be able to access the curriculum.	Teachers HST & SENCO to track	Begin Aut 2019	Children with SEND have and are using resources that enable them to access the differentiated learning.
Staff are confident in effectively supporting children with a range of SEND needs.	Identify training needs and gaps for staff Plan programme of quality INSET for staff	Lead TA liaise with TA's and plan training SENCO / HST to discuss teachers training needs	Aut 1 TA training Teachers – audit needed to plan timescales	Staff have a range of skills and strategies for supporting children and SEND.
Ensure schools follow best practice in supporting and including disabled pupils and pupils with SEND when planning school events and trips	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Teachers HST	Ongoing	All trips and school events are accessible for all with SEND.
Portray a positive image of disabled pupils. Continue to improve children's awareness of disabilities, including the use of children and adults with disabilities when creating resources.	PSHE curriculum and assemblies to raise awareness of disabilities. Disability equality issues are incorporated into the curriculum. Visuals of people with disabilities to be used.	Teachers HST – assemblies Wellbeing team when reviewing RSE policy	Spring term assemblies RSE policy development throughout 19/20.	Children have a greater understanding of disabilities and how they can impact on individuals.

b) Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils and parents are able to take advantage of education and benefits, facilities or services provided or offered by the schools.

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, signs, interior surfaces, floor coverings, room décor and furniture.

Priority	Action	Responsible Person	Timescale	Outcome
Adaptations to school environment (KS2) to enable access for child with visual impairment.	To be advised by Visual Impairment service	SENCO to organise advice from external specialists. SBM & SENCO to plan for adaptations	KS2 to be adapted during 2020 to be ready for Sep 2020.	Better understanding of accessibility for visual impairments in KS2.
Ensuring lifts, automatic doors and disabled toilets are accessible and in working order.	Weekly checking of the lifts, doors and toilets to ensure they are working and where needed contact specialists regarding maintenance.	Site manager	Ongoing	Lifts, doors and toilets in safe working order and accessible for disabled users.
Improvements in signage both internally and externally to ensure information is accessible.	Review all signage in school, audit what is currently in place and new signs that would make building more accessible for both children and adults with disabilities.	HST & SBM to audit current signage. Costings to be explored Signage to be put in place	Audit Spring 2020 to enable costings to be factored into budget discussions 2020	Adults and children have a clearer understanding of the school building as a result of improved signage.
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To sensitively collect information regarding individual need and create access plans for individual disabled pupils as part of the DAF process as required. Be aware of staff, governors and parents' access needs and meet as appropriate. Gather information regarding parent/carer access needs through routine questionnaires questions and discussions.	Office staff HST	Autumn 2 gather information about parents/governors. Spring 1 – evaluate information and plan for adaptations necessary	For the school to be easily accessible to all its stake holders. For those wanting to use the school site to know how to make their needs known to the school.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	SLT, SENCo, all teaching staff and site manager	Ongoing	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
Ensure resources are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements. Adapt resources based on advice in individual child's Access Plan. Use of magnifier where appropriate Ensure large, clear font used in documentation	SENCO Class teachers	As needed	In place & ongoing

c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Priority	Action	Responsible Person	Timescale	Outcome
School SEN Information report, SEN Policy and Croydon Local offer to be accessible to pupils and families	Review of website to ensure key documentation is readily accessible and visible	SENCO to update SEN Information report and SEN Policy DHT review of website	Sep 19 report/policy Website development 2019-20	Feedback that Local Officer and school SEN Information reports are easy to access
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Whole school team	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
Continue to increase the extent to which disabled pupils can participate in after school clubs/extended provision.	Evaluate % of children with SEND accessing after school and in school clubs. When planning clubs consider access for children with SEND-how can this be provided?	Office to evaluate attendance of children with SEND at after school clubs over the past year. HST / SENCO to look at data and plan for increased access.	Aut 2019 for evaluation Spring onwards increase in participation	Disabled children confident and able to participate equally in out of school activities.
Ensure that disabled pupils can access any home learning activities	Evaluate how Home Learning is presented /shared Teachers to consider any adaptations required for disabled pupils to be able to access at home	Teachers	2019-20	Pupils' disabilities are not a barrier to them being able to access home learning activities