



Accessibility Plan

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Ridgmont Lower School

Accessibility Plan

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties under the new act are the same as those in The SEN and Disability Act 2001.

The Governing Body has three key duties towards disabled students:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

The new act maintains the duty on all public authorities, including schools and local authorities, to promote disability equality.

At Ridgmont Lower School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as: "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."

Key Objective

To reduce and eliminate barriers that may prevent any person with a disability from participating fully in the school community.

Our Aims

The school aims to ensure that the accessibility of provision for all students, staff and visitors to the school remains a key priority. The following areas will be included in the school's accessibility plan:

- We cater to the needs of each individual pupil and will increase the extent to which disabled pupils participate in the school curriculum as appropriate to the identified need/s with the aim of full participation
- Maintaining the physical environment of the school to ensure that disabled students can take advantage of education and associated services and improving this as required
- Improving the delivery of information to disabled students, staff, parents and visitors that is provided in writing for students and adults who are not disabled.

Action Plan

In the attached appendices are audits of current provision relating to the three key areas of accessibility as outlined above, including actions required to maintain and improve this.

The action plan will be monitored by the governors' resources and curriculum committees and updated as appropriate. Evaluation of the progress of the plan will be made by the governing body through an annual report by the relevant committees. The advice and support of the Local Authority will be sought where necessary in implementing the plan and in the development of any capital related work at Ridgmont Lower School.

February 2024

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Curriculum Access

Success Criteria	Evidence	Action Required	Who/when?
<ul style="list-style-type: none"> Inclusion underpins all policy and practice; all staff strive to remove barriers to learning 	<ul style="list-style-type: none"> Effective liaison with parents & carers Staff meetings SEND Support Plan (SSP) Reviews Lesson observations 	<ul style="list-style-type: none"> Continuing CPD SEN Staff Meetings highlighting accessibility issues Inclusion and accessibility identified as key priority in recruitment 	<ul style="list-style-type: none"> CPD needs identified & offered Termly meetings with SENDCo and staff SSP reviews and Statement reviews with SENDCo, staff & parents HT & Gvs in recruitment process
<ul style="list-style-type: none"> All staff have high expectations for all pupils 	<ul style="list-style-type: none"> Tracking & target-setting Lesson Observations 	<ul style="list-style-type: none"> Assessment and Monitoring meetings 	<ul style="list-style-type: none"> Termly with HT, Senior teacher & staff
<ul style="list-style-type: none"> Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities; they have access to specialist teachers and external agencies for information/advice TAs appointed to work with identified pupils 	<ul style="list-style-type: none"> INSET records for individual and whole school training; CPD file. External Agency written reports and advice (eg OT, Physio, Audiologist and VI Advisory Teachers) 	<ul style="list-style-type: none"> Emerging issues raised and addressed CPD as required SEN Staff Meetings highlighting accessibility issues External advice sought as approp Outreach support arranged as required 	<ul style="list-style-type: none"> ASAP after issues identified in consultation with HT(CPD) On-going assessment of need HT(CPD) Termly with SENDCo and staff SENDCo liaison to consult external agencies
<ul style="list-style-type: none"> Additional requirements for pupils with specific needs are recognised by staff 	<ul style="list-style-type: none"> SSPs clearly identify specific needs; all staff made aware Care Plans in place for pupils with allergies Additional time given as appropriate to complete tasks, move around school Measures in place Modified/alternative experiences provided on rare occasions that activities are not accessible eg specific OAA, PE Details evident in planning Appropriate modifications made for SATs/Assessment 	<ul style="list-style-type: none"> Emerging issues raised and addressed Separate eating areas for pupils with allergies; classroom activities risk assessed; alternative ingredients provided for cooking activities Monitor to ensure that modified/alternative activities provided, designed to address similar objectives/ skills SEN Staff Meetings highlighting accessibility issues 	<ul style="list-style-type: none"> ASAP after issues identified in consultation with HT(CPD) Termly with SENDCo and staff HT ensure compliance

Curriculum Access cont.

Success Criteria	Evidence	Action Required	Who/when?
<ul style="list-style-type: none"> Lessons provide opportunities for all pupils to achieve 	<ul style="list-style-type: none"> Appropriate TA support and resources available Lesson plans & observation records with evidence of necessary adaptation and differentiation SSPs 	<ul style="list-style-type: none"> Monitoring of planning Key priority for lesson observations/ Learning Walks and appraisal Planning checks, drop-in observations Monitoring of provision 	<ul style="list-style-type: none"> Subject Area Leaders & HT On-going by SENDCo & HT Termly meetings with SENDCo and staff
<ul style="list-style-type: none"> Classrooms are optimally organised for disabled pupils 	<ul style="list-style-type: none"> Furniture arranged to improve accessibility & to accommodate necessary equipment. Optimal seating position for pupils with visual or auditory difficulties 'Safe' areas identified for pupils as required 	<ul style="list-style-type: none"> Effective communication regarding needs of pupils moving year groups/new pupils Re-installation of equipment in new classrooms eg Hearing Loop 	<ul style="list-style-type: none"> Monitored by HT
<ul style="list-style-type: none"> Pupils with emotional, social and behavioural difficulties are supported in school 	<ul style="list-style-type: none"> Small group social skills work with trained TA 	<ul style="list-style-type: none"> External advice sought as required Groups identified and changed as appropriate in consultation with staff Timetable arranged 	<ul style="list-style-type: none"> HT & TA in consultation with staff, half-termly review HT to liaise and review as appropriate
<ul style="list-style-type: none"> All pupils are encouraged to take part in music, drama and physical activities 	<ul style="list-style-type: none"> Full inclusion, extra-curricular clubs, church visits, concerts, performances etc. 	<ul style="list-style-type: none"> Risk assessments and accessibility checks carried out as required 	<ul style="list-style-type: none"> All staff HT to monitor
<ul style="list-style-type: none"> Awareness of additional ICT needs allowing access for disabled pupils 	<ul style="list-style-type: none"> Use of appropriate equipment in place eg hardware & software Hearing Loop & Visualisers 	<ul style="list-style-type: none"> Liaise with Specialist Advisory Support Service 	<ul style="list-style-type: none"> SENDCo/Computing subject leader to respond to need
<ul style="list-style-type: none"> School visits are accessible to all pupils, regardless of attainment or impairment 	<ul style="list-style-type: none"> See Educational Visits policy – consultations with parents as app. All risk assessments include info re. disabled pupils. 	<ul style="list-style-type: none"> Additional adult support arranged as appropriate Appropriate transport considered /arranged 	<ul style="list-style-type: none"> HT to oversee

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

2. Physical Access

Success Criteria	Evidence	Action Required	Who/when?
<ul style="list-style-type: none"> The layout of the building allows access for all pupils Access routes clear at all times 	<ul style="list-style-type: none"> All classrooms are on one level Level access or ramps leading to all external entrances to the building Double doors or doors wide enough to accommodate a wheelchair 	<ul style="list-style-type: none"> Ensure corridors and doorways remain clear Access to temporary classrooms compliant 	<ul style="list-style-type: none"> All staff to monitor HT & H&S Governor checks
<ul style="list-style-type: none"> Furniture and equipment selected, adjusted and located appropriately 	<ul style="list-style-type: none"> 'Workstations' placed where required; Writing slope, wedge support, pencil grips, non-slip table mats, enlarged texts, coloured overlays etc all provided as appropriate 	<ul style="list-style-type: none"> Ensure equipment is provided and used as per specialist advice Monitor provision in observations 	<ul style="list-style-type: none"> SENDCo to liaise with staff and order equipment as appropriate Drop-in observations HT
<ul style="list-style-type: none"> Disabled toilet facilities in place 	<ul style="list-style-type: none"> Fully equipped disabled toilet with sufficient room to accommodate additional equipment if required 	<ul style="list-style-type: none"> Maintain equipment 	<ul style="list-style-type: none"> HT checks
<ul style="list-style-type: none"> Signs are uncomplicated and unambiguous. Pathways around school are safe and directions clear 	<ul style="list-style-type: none"> Clear signage Surface of paths even and well-swept 	<ul style="list-style-type: none"> Checks made, including regular sweeping regime 	<ul style="list-style-type: none"> Checks monitored by HT /H&S Gov

3. Physical Access cont.

Success Criteria	Evidence	Action Required	Who/when?
<ul style="list-style-type: none">Emergency and evacuation systems are established	<ul style="list-style-type: none">Auditory AlarmsPEEPs in place for identified pupils	<ul style="list-style-type: none">Designated staff aware of procedures for identified pupils through written plans	<ul style="list-style-type: none">Review and inform when changes of staff/class occur
<ul style="list-style-type: none">All areas are well lit	<ul style="list-style-type: none">Audited by CBC Condition Survey Surveyors/EngineersMonitored by H&S GovernorVisually impaired pupils positioned appropriately	<ul style="list-style-type: none">Automatic/light sensitive/ timed lights in identified external and internal locationsBulb checks/replacement carried out	<ul style="list-style-type: none">Schedule of checks by monitored by HT /H&S Gov
<ul style="list-style-type: none">Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	<ul style="list-style-type: none">Staff seat hearing impaired pupils appropriately.All classes are fully carpeted in the main work/teaching area	<ul style="list-style-type: none">Ensure measures in place to reduce noise in temporary classrooms	<ul style="list-style-type: none">HT

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

1. Access to Information

Success Criteria	Evidence	Action Required	Who/when?
<ul style="list-style-type: none"> Staff are familiar with technology and practices to assist pupils Appropriate provision made when meeting with anyone who has a disability 	<ul style="list-style-type: none"> External advice given by specialists. Lesson observations. Meetings address specific needs eg appropriate seating; positioning when talking to a hearing impaired learner, language adapted 	<ul style="list-style-type: none"> Assessment of training needs 	<ul style="list-style-type: none"> SENDCo/Computing subject leader to respond to need
<ul style="list-style-type: none"> The school will liaise with LA support services and other external agencies to provide information in appropriate format or provide advice Written information is provided in appropriate format/medium The school ensures that in lessons and meetings information is presented in a user-friendly way 	<ul style="list-style-type: none"> Information is made available in simple, clear language Texts in different languages, in large print, Braille etc are made available on request Information duplicated to parents living separately IWB/ visualisers/ magnifiers in every class for close up demonstration work PowerPoint Presentations used at workshops and parents' meetings. 	<ul style="list-style-type: none"> Ensure that all parties are aware of the options Letters/ reports posted to parents All staff routinely use visual aids in lessons 	<ul style="list-style-type: none"> HT/Office Manager on request or need is identified Office Manager when printed matter is distributed HT in observations