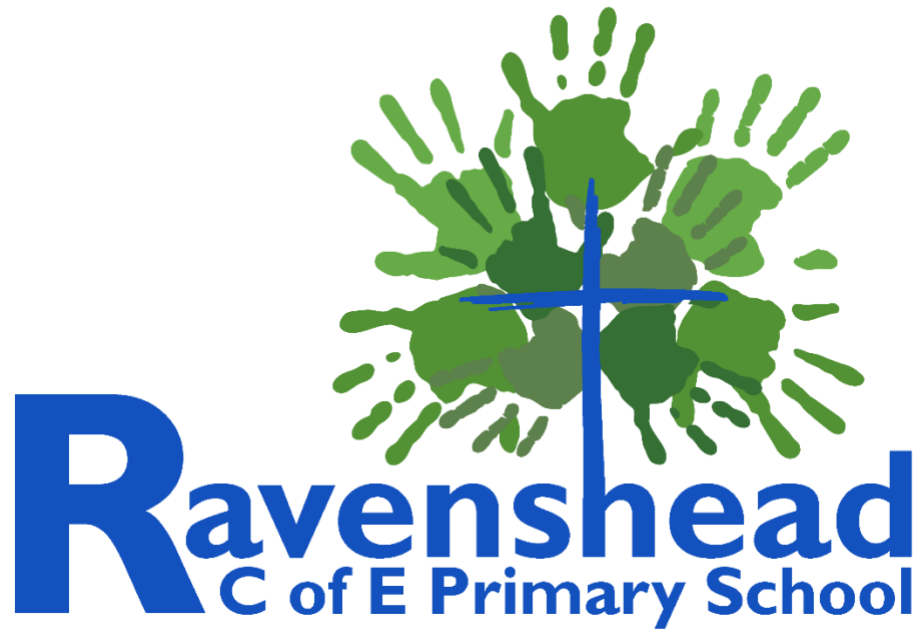




Accessibility Plan

This policy was updated: July 2025

This policy will be reviewed: September 2026

Statutory policy: Yes.

Source: School

Our School Vision

Taking care, together.

Underpinning all of our core beliefs are our **Christian Values** of: Hope, Care, Community and Wisdom. These form the foundations for everything we do and are embedded across the school ethos. In order to prepare children to become fully rounded citizens who will positively contribute to the world, we develop the children through focussing on:

- Taking care of ourselves.
- Taking care of our learning.
- Taking care of our community.
- Taking care of our future.
- Taking care with God.

This is further promoted through our 'Taking care, together'.

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

1. Introduction to Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

2. The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including staff and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Ravenshead C of E Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion
- Restorative Behaviour Policy
- School Prospectus

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment in accordance from the advice from the Physical, Disability, Support Service (PDSS).
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take

account of any views expressed by pupils or parents about their preferred communication such as Braille, audio tape, large print and the provision of information orally.

3. Increasing the extent to which disabled pupils can participate in the school curriculum

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. 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.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The Senior Leadership Team may provide additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Educational psychologists
- Physical Disability Support Service

4. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Ravenshead C of E Primary School.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school improvement planning process is the vehicle for considering such needs on an annual basis.

5. Improving the delivery of information to disabled persons

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, 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.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools' ICT infrastructure will enable us to access a range of materials supportive to need.

Appendix 1 Access Improvement Plan

Increasing access for disabled pupils to the school curriculum

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	SENCO, Headteacher and Deputy Headteacher	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods.	Time Training resources/ access to courses.	Ongoing and as required.	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure TA's have specific training on disability issues.	SENCO	Be aware of staff training needs. Staff access appropriate CPD.	Time Training resources/ access to courses.	As required.	Raised confidence of TA staff.
Ensure all staff are aware of disabled children's curriculum access.	SENCO	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	Time.	As required.	All staff aware of individual needs.
Use ICT software to support learning.	ICT Coordinator/ SENCO	Make sure software installed where needed.	Relevant software.	As required.	Wider use of SEN resources in classrooms/on laptops.
All educational visits to be accessible to all.	EVC/ Headteacher	Ensure that staff follow guidance on making trips accessible. Ensure that each new venue is vetted for appropriateness.	Training.	As required.	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all.	PE Coordinator/ SENCO	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	Time. Training.	As required.	All to have access to PE and be able to excel.

Improving access to the physical environment of the school

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	SENCO Headteacher and Deputy Headteacher	To create access plans for individual disabled pupils as part of the inclusion process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter. Consider access needs during recruitment process.	Time. Time. Piece placed in newsletter. Recruitment pack.	As required. Induction and ongoing if required. Annually. Recruitment process.	Access plans in place for disabled pupils and all staff aware of pupils' needs. All staff, parents and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	Headteacher/ governors/ site manager/ LA	Consider needs of disabled pupils, parents/ carers or visitors when considering any redesign.	Allocation of building funds.	As required.	Re-designed buildings are usable by all.
Ensure access to reception area to all.	Headteacher/ governors/ site manager	Improve access to reception area during any re-design.	Allocation of building funds.	Consider in any new development.	Disabled parents/carers/visitors feel welcome.
Improve signage and external access for visually impaired people.	Headteacher/ governors/ site manager/ SENCO	Add markers to support navigation of the building e.g. yellow strip to mark step edges.	Allocation of building funds.	As required.	Visually impaired people feel safe in school grounds.
Ensure all disabled pupils can be safely evacuated.	SENCO and Deputy Headteacher	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.	Time.	As required.	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to ICT equipment.	SENCO/ ICT Coordinator	Alternative equipment in place to ensure access to all hardware including hall. Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils.	Time. Funding if needed. Software may be required.	Ongoing and as required.	Hardware and software available to meet the needs of children as appropriate.

Ensure hearing equipment in classrooms to support hearing impaired	LA Hearing Impaired team.	Seek support from LA hearing impaired unit on the appropriate equipment.		Ongoing.	All children have access to the equipment.
All fire escape routes are suitable for all.	LA/ Site Manager/ Headteacher and Deputy Headteacher	Make sure all areas of school can have wheelchair access. Egress routes visual check.	Funding if needed.	Ongoing and as required as appropriate. Weekly.	All disabled staff, pupils and visitors able to have safe independent egress.

Improving the delivery of written information to disabled pupils

Target	Lead People	Strategy/Action	Resources	Timescale	Success Criteria
Review information to parents/carers to ensure it is accessible.	Office Manager/ Admin Team	Provide information and letters in clear print in 'simple' English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Time/ photocopiers.	During induction/ ongoing. Ongoing. Ongoing.	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information.
Improve the delivery of information in writing in an appropriate format.	SENCO/ Office team/ Teachers	Provide suitably enlarged, clear print for pupils with a visual impairment.	Time/ Photocopiers.	As required.	Excellent communication.
Ensure all staff are aware of guidance on accessible formats.	SENCO	Guidance to staff on dyslexia and accessible information.	Time/ training if required.	Ongoing.	Staff produce their own information.
Annual review information to be as accessible as possible.	SENCO	Any child plans to be in a child friendly format.		As required.	Staff more aware of pupils' preferred method of communications.
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	SENCO	Access to translators, sign language interpreters to be considered and offered if possible.	Electronic translators.	As required.	Pupils and/or parents feel supported and included.
Provide information in simple language, symbols, large print for prospective pupils or prospective	Office team/ Headteacher/ Deputy	Ensure website is fully compliant with requirement for access by person with visual impairment.	Time.	Ongoing.	All can access information about the school.

parents/carers who may have difficulty with standard form of printed information	Headteacher / SENCO	Ensure prospectus is available via the school website.			
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