Accessibility Plan

2015-2018

Purpose of Plan

The Ryecroft C.E. (C) Middle School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period.

The accessibility plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Ryecroft C.E. (C) Middle 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. We are committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Areas of planning responsibilities

The Ryecroft C.E. (C) Middle School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to :-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following Ryecroft C.E. (C) Middle School policies:

- Behaviour Management Policy
- Equality Policy
- Health & Safety Policy
- Recruitment and Selection Policy

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 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 with 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 and/or school visits attendance may be used as a suitable short term sanction and to ensure the safety of others.

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Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	Headteacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	Headteacher	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child	As required	Headteacher	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	Headteacher/ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Headteacher	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	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	Headteacher/ PE co-ordinator	All to have access to PE and be able to excel

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Improving access to the physical environment of the school

Ryecroft C.E. (C) Middle School is continuing to grow and develop - plans are for the school to be relocated on to a new site for September 2016. Ensuring accessibility for all will be of paramount importance and at the forefront of decision making throughout the planning and design process of the new building.

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 schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Learning Passport 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	As required Induction and on-going if required Annually Recruitment process	Headteacher Headteacher/Bursar Headteacher/Bursar Bursar	Learning Passport's in place for disabled pupils and all staff aware of pupils needs All staff 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	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher/ Assistant SENCo / Bursar / GB/ Surveyor	Re-designed buildings are usable and accessible by all
Ensure access to reception area to all	Improve access to reception area during any re-design/design Develop system to allow entry for wheel chair users	Consider in new development 2016	Headteacher/Bursar	Disabled parents/carers/ visitors feel welcome

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Target	Strategies	Time-scale	Responsibility	Success criteria
Maintain and improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Caretaker	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	Headteacher Headteacher/ Bursar	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware Liaise with outside agencies on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	Headteacher/ Assistant Headteacher/ ICT	Hardware and software available to meet the needs of children as ap-propriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA and relevant agencies on the appropriate equipment	As required	Headteacher/ Bursar	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	Headteacher/ Bursar/LA Sur-veyor Caretaker	All disabled staff, pupils and visitors able to have safe independent egress

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Improving the delivery of written information to disabled pupils

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 hand-outs, 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.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	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.	On-going	Headteacher/ Bursar Admin Team Bursar	All parents receive information in a form that they can access All parents understand school information and/or letters
Ensure the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	Headteacher	All information produced by staff meets the child's individual need
Annual review information to be as accessible as	Develop child friendly Learning Passport review formats	On-going	Headteacher/ Assistant SENCo	Staff more aware of pupils preferred method of communications

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Targets	Strategies	Time-scale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2015	Bursar	Confidence of parents to access their child's
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	Headteacher	Pupils and/or parents feel supported and in-cluded
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/ carers who may have difficulty with standard form of printed infor-mation	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure school policies and essential school information is available via the school website.	Current	Admin Team	All can access information about the school

Date Approved: Spring 2015
Review Date: Spring 2018