



Ranskill Primary School

ACCESSIBILITY PLAN



PART OF SHINE MULTI ACADEMY TRUST

COMPANY NUMBER 081634448

Management log

Document	Accessibility
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Document history

Version	Date authored	Author	Date approved	Date issued	Comments
V1	March 2019	Jane Heald	2 July 2019	3 July 2019	Secure a fit for purpose accessibility plan which is kept under review to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.
V2	November 2022	Jane Heald	November 2022	22nd November 2022	Secure a fit for purpose accessibility plan which is kept under review to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Related policies

Policy	Website link
Equality	http://www.shine-mat.com/pupil-welfare/
Safeguarding	http://www.ranskillprimary.co.uk/key-information/policies
Health and safety	http://www.ranskillprimary.co.uk/key-information/policies
SEND	http://www.ranskillprimary.co.uk/key-information/policies

All policies are also available through the school office

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1. Introduction

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.

Ranskill 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. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Ranskill Primary School has adopted this accessibility plan in line with the school's special educational needs (SEND) policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our SEND policy outlines the provision that our school has in place to support pupils with SEND, and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students.

Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

2. Aims of the policy

Through implementation of the accessibility plan we are aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's SEND provision and wherever possible with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head teacher to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals.

This includes learning outside the classroom. It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND

- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching.
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

3. Sensory and physical needs

As a small primary school, the school deals with sensory and physical needs and adaptations in response to individual children's needs in conjunction with recommendations made by the family SENCO and specialist support.

4. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- readers for pupils with visual impairments.

5. Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	All building work has considered Accessibility guidance.	Share accessibility audit with relevant personnel and contractors.	Sept 2022 ongoing	Headteacher/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
	Improve signage and external access for visually impaired people	Replace external light bulbs immediately when 'blown' Paint white stripes on edge	Ongoing By July 2023	Caretaker Caretaker	Visually impaired people feel safe in the grounds. Access around the site easier for all.

	Targets	Actions	Timescale	Responsibility	Outcomes
		of all external steps Replace signs directing visitors	By July 2023	Administration Staff	
	Ensure that all disabled pupils can be safely evacuated	Ensure Personal Emergency Evacuation Plans are reviewed for all children as needed	Sept 2022 and then annually or as required	Nursery Manager/SENCO	All disabled children and staff working with them are safe and confident in event of fire.
Medium term	School staff are better aware of access issues.	Provide information and training on disability equality for all staff. (as issues arise)	From Sept 2018	SENCO	Raised confidence of staff and governors in commitment to meet access needs.
Long term	An additional room for sensory needs and SEN interventions	SIF funding for a new school bid submitted	Bid submitted	Headteacher	Able to admit a wider range of pupils with impairments.

6. Improving access to the curriculum

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed alternative arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy, Local Offer and SEND Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND).

This includes:

- Identification of SEND at a very early stage supported by individual provision maps, meetings with parents and the SEND register.
- Keeping staff fully informed of the special educational needs/disability of any student in their care, including sharing progress reports, medical reports and advice from professional services where appropriate.
- Listening to student and parent/carer views and considering them in all aspects of school life.
- Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- Specific specialist staff intervention to build skills in small groups and/or adapted timetables.
- Specialist advice from other professionals (e.g. speech and language therapist, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the

curriculum and teaching strategies for individuals.

g) Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress.

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	Moving & Handling training	Refresher training to be arranged for all staff needing it. New members of staff to be trained as reserve staff in the event of staff absence	2022 and ongoing annually	SENCO	School will have 4 members of staff trained to move children with PD from wheelchairs to specialist seating. This will ensure that we have enough members of staff trained to cover absences.
	Ensure new staff receive specific training for the needs of the children they work with	Arrange relevant training for new staff and existing staff.	Ongoing from September 2022 - 2025	SENCO with HT agreement	Staff are more confident and skills set of the staff improves.
	Ensure staff are aware of SEN software and resources and train specific staff on specialist resources eg eye gaze	Run individual training sessions on use of SEN Resources if required	Ongoing from September 2022 - 2025	SENCO	Wider use of SEN resources in mainstream classes
	Work with outside agencies to develop teachers' skills on how to support students who have specific disabilities/learning needs	Take part in the Nottinghamshire Autism In Schools Project	Starts Jan 2022	SENCO	Improve the school experience for Autistic Children and Young People, their families and the school staff who support them.
	Students to have greater understanding of disability issues	Disability equality issues are incorporated into the PHSEE curriculum	Sept 2022 ongoing	PHSEE Lead and All staff to implement	Children talk knowledgeable about disability and inclusion.
Medium Term	Ensure all school trips and residential are accessible to all	Develop guidance for staff on making trips accessible	Ongoing from September 2022 - 2025	Headteacher/EVC	All children in school able to access all school trips and take part in range of activities.
	Review all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews Assemble resource box of disability		Headteacher/Subject leaders PHSEE Lead/ Literacy Lead and SENCO	Gradual introduction of disability issues into all curriculum areas. Consider when buying new book and posters etc

	Targets	Actions	Timescale	Responsibilities	Outcomes
		equality for staff room (primary)			
Long Term	Continue to ensure disabled children participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by SEND children	Ongoing	SENCO	Disabled children confident and able to participate equally in out of school activities.
	Ensure all staff have undertaken disability equality training	Set up Inset training for all staff on disability equality, explore support from Special Schools. (St Giles)	Ongoing	Headteacher	All staff work from a disability equality perspective.

7. Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	Make information more accessible to pupils (and parents) with disabilities.	Use services available through LA to convert written information into alternative formats. Discuss with individuals their specific requirements and what information may need revising (part of the Disability Equality Duty). Website displays key documents and information. Text messaging service	2022 ongoing	Administration /Headteacher and SENCO	Pupils / adults with disabilities have greater access to information. School is able to respond quickly to requests for information in alternative formats
	Continue to develop communication with Early Years Providers to quickly ascertain needs of individual pupils before entering school.	Liaison time between RECEPTION TEACHER and relevant staff from each provider	June 2022 and annually	SENCO / Nursery Manager	Improved knowledge about every individuals needs before start date – relevant paperwork will have begun.
Medium Term	Develop visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	July 2023	SENCO Staff meeting	All children clear about timetable and secure about what is happening.
Long Term	The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	2024	Headteacher Deputy Headteacher	The school has explored electronic reporting methods and is knowledgeable about best practice