

Rawmarsh Ryecroft Infant School Accessibility Plan 2023-2026



Values and Vision – Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. 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". 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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Rawmarsh Ryecroft we believe in equality and inclusiveness for all and that everyone should have equal access to facilities and a high-quality education regardless of disability, age, gender or race. With this in mind, we put accessibility for all at the heart of the planning and design process.

As a school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness and inclusion.

Our Accessibility Plan reflects our commitment to this statement and is flexible to ensure we can meet the specific needs of any children starting our school.

The Accessibility Plan relates to the key aspects of curriculum, physical environment and written information. These are defined as:

- Curriculum
Improving and developing access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, sports events, leisure and cultural activities or school 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 (If a school fails to do this, they are in breach of their duties under the Equalities Act 2010).
- Physical Environment
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.
- Written Information
Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. 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 school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Administration of Medicines Policy
- Educational Visits Policy
- Inclusion Policy

Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability through medical care plans and SEND review meetings

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. The SENDCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils' access to learning. The school works closely with specialist services including:

- Educational Psychology
- School Inclusion Team
- Hearing Impairment Team
- Speech and Language Therapy
- Community Paediatrics
- CAMHS
- School Nursing / 0 - 19 service

Physical Environment

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 the school. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The school building is in good condition and we work hard to maintain it with the support of building services. Facilities we currently have in place are:

- A permanent ramp at the front entrance of the school.
- The whole building and playground are accessible on one level.
- Permanent ramps to all external classrooms and facilities.
- Disabled toilet access on main school corridor/external mobiles.
- Handrails in designated pupil toilets.
- An electronic changing bed.
- Portable ramps

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority
- We work closely with parents to consider their children's needs.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the head teacher. The SEND Governor or Chair of Governors may be involved if the complaint is not resolved satisfactorily.

Accessibility Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.

Category	Targets	Comments	Strategies	Outcome	Time Frame			Responsibilities
					2023-24	2024-25	2025+	
Participation and engagement in the curriculum	To work with colleagues in FS1 settings to ensure school is well equipped for the new intake	Identify additional needs to ensure adaptations are in place	Organise meetings and visits to settings as soon as possible after the intake list I released Visit children in settings and liaise with colleagues for up-to-date information Seek further advice from professionals to ensure provisions is appropriate	FS2 co-hort arrive with staff confidently meeting their needs	X	X	X	Head teacher / FS2 Lead
	To review all policies and ensure that they reflect best inclusive practice and procedure	New staff to ensure understanding of Equality Act 2010	Review Equality Act 2010 and it's impact on school policies RE	All policies reflect best practice and most current procedure/requirements	X	X	X	SENDCo
	To build, maintain and relationships with families	Seek advice and liaise with FS2 setting to set up meetings prior to school start	Meet with parents/carers before entry to school or regularly throughout school career of children with additional needs Ensure parents feel involved and updates regarding support available for their children	Effective collaboration and positive relationships ensure families allows support for children	X	X	X	SENDCo /Head teacher
	To establish and maintain positive working relationships with other agencies that support the specific needs of pupils	Seek advice and liaise with FS2 setting to set up meetings prior to school start	Liaise with external agencies before entry to school or regularly throughout the year, seeking advice and updates to support	External agencies and professional s play a key role in children's learning and development, with advice successfully implemented through school	X	X	X	SENDCo /Head teacher /All staff
	To ensure children with additional needs or disabilities are able to access the full curriculum provision including external visits	Work with families and professionals to ensure provision is appropriate and curriculum tailored	Review curriculum offer and the access to this curriculum available for children with additional needs or disabilities. Ensure care and consideration is given to all possible reasonable adjustments for all children to receive full access to external	Positive engagement in the curriculum for all children in school with impacts on progress and attainment.	X	X	X	All staff

			visits				
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Aim 2: To improve the physical environment of the school to increase the extent to which pupil's families or professionals with a disability, medical condition or other access needs can access education and associated services

Category	Targets	Comments	Strategies	Outcome	Time Frame			Responsibility
					2023-24	2024-25	2025+	
External Areas	Provision of car parking for people with reduced mobility.	Space available markings required	Planned use of Delegated, Devolved and LEA Capital funding where eligible to meet requirements identified.	A suitable car park facility will aid accessibility.			X	
	Plans to improve external routes including level changes	Lighting to be improved	Planned use of Delegated, Devolved and LEA Capital funding where eligible to improve where practicable issues identified.	The necessary external routes will be accessible.		X		Lighting provided to key areas
Entrance & Exits	Plans to make the Main Entrance into the building more accessible.	Removing 'lip' in doorway and fitting of low-lever buzzer.	Planned use of Delegated, Devolved and LEA Capital funding where eligible to make the main entrance fully accessible by addressing all issues identified.	The main entrance will be more accessible.		X		
	Plans to make other entrances and exits including internal doors accessible.		Planned use of Delegated, Devolved and LEA Capital funding where eligible to make entrances and exits accessible.	The prioritized entrances and exits will be accessible.			X	
Welfare Facilities	Provision of toilets for disabled people	Facility available in outside classroom and main building		A suitable facility is available				X
	Plans to make staff room and kitchen areas accessible	To be upgraded to meet requirements when required or refurbished	Planned use of Delegated, Devolved and LEA Capital funding where eligible to improve where practicable issues identified.				X	

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Category		Comments	Strategies	Outcome	Time Frame	Responsibility
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					2023-24	2024-25	2025+	
Communication	Availability of written material/learning/information in alternative formats.	To be addressed at induction meetings with parents.	Identify available services for converting written material into alternative formats/languages Access arrangement to be considered and put into place for statutory testing	Provision of written information in alternative formats if required.	X-As and when needed			Admin Team/ SLT/ Headteacher
	Ensure website, social media and Class Dojo are available in accessible formats		Provide effective support for families to access communication with correct formatting and advice Provide one to one support to those who may be struggling.	Families are able to communicate effectively with school through a range of services.	X-As and when needed			Admin Team/ SLT/ Headteacher