

Ringland Primary School

Accessibility Plan



'Compassion, Curiosity and Courage'

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Review Date	September 2025
Reviewed By	

The school recognises the duties placed upon it by the SEN and Disability Act 2001 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

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

'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.'

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable

Adjustment

duty.

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

- Access to Curriculum
- Access to Environment
- Engagement with children, young people, and their parents/carers
- Access to Information

Key Objective

To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a disability.

Principles

The school recognises its duty under the DDA

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition;

- the school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;
- the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils; and endorses the key principles in Curriculum for Wales 2022 to develop an inclusive curriculum;
- the school sets suitable learning challenges and responds to pupils' diverse needs

Current provision

Building Access

- All classrooms have wheelchair access
- Where there are internal steps, lift access can support with access arrangements
- Wider doors/double doors are evident, allowing wheelchair access
- Toilet facilities for the disabled are located in the main entrance to the school, in the Early Years building, as well as on the middle floor of the KS2 corridor. A child's toilet seat is available in the office
- Low level sinks are also available in the Foundation Phase

- Wheelchair access to the play yards has been achieved with the sloped access alongside the KS2 building
- Disabled parking can be made available on request for access to the building for ease of proximity
- Yellow lines have been painted on steps to aid visually impaired pupils.

Curricular Provision

- The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities.
- The school endeavours to ensure that representation within the curriculum reflects the diverse nature of our communities, including that of people with disabilities

In addition to the building adaptation described above:

- The school employs, when required, additional Teaching Assistants (TAs) for children with disabilities and if necessary in accordance with their statement
- There are a number of permanently employed Teaching Assistants who provide support for children with a variety of needs
- A range of specialist equipment is provided on the advice of external agencies to help disabled pupils to participate in lesson activities
- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with TAs assigned to accompany them
- Risk assessments are carried out for each disabled child on their entry to school. These ensure that the child has full access to classroom activities and lessons. These are undertaken with the advice of external agencies such as occupational therapists and the building works department.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, individual support, etc., is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access and class floor areas are large enough for children to work on if in plaster casts. Within the school there are a variety of height tables/ chairs that can be used to enable children to work at the required height. The advice of the

Occupational Health Service is sought when considering appropriate classroom furniture.

Staff training/Development

The training/development needs of staff are identified and provided for as part of the school's on-going staff development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including, that in manual handling and First Aid. In addition, we provide training for supporting with wider health needs (e.g. Auto-adrenaline injectors for those children with allergies).

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy etc.

Equality Statement

We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

This policy works in conjunction with other policies and plans including our Equalities Plan, Equal Opportunities Policy, AEN Policy and the Standards Improvement Plan.

Accessibility Plan

Part 1 Curriculum access

Access to the curriculum	Current situation/Issues to address	Actions / solutions
Attendance	Ensure that attendance for pupils with disabilities is	Termly monitoring of attendance for pupils with disabilities.

	monitored and issues addressed.	
School organisation	<p>Broad, balanced curriculum in place. Plans for implementing Curriculum for Wales have been agreed and implementation has begun. Monitor provision against needs, progress and standards achieved.</p> <p>School to work towards the new ALN Bill</p>	Classrooms allow best access for disabled child/space or resources.
Classroom organisation	Pupils need to be grouped effectively to enable pupils with a disability to work with their peers successfully.	Staff to group pupils effectively to allow access to the curriculum and collaboration effectively.
Support for pupils	<p>Parents of pupils with difficulties are encouraged to visit the school before admission, detailed reviews and plans drawn up prior to entry</p> <p>ALN team receive specialist advice and support from specialist teachers and other professionals.</p> <p>TA support in class and playgrounds are carefully timetabled.</p> <p>Pupils receive a mix of in class support and withdrawal.</p>	<p>Continue to arrange meetings and making pre-visits</p> <p>Advice and support from specialist teachers and other professionals when needed.</p> <p>ALNCo arranges programme of TA training to increase expertise.</p> <p>ALNCo to train TAs to provide SPLD support for individual children.</p> <p>Continue to ensure appropriate differentiated experiences for pupils as new pupils are admitted.</p> <p>Provide appropriate training to TAs to ensure they have skills base to meet pupils' needs</p>

	Support required at lunchtime.	Extend speech and language training for TAs Lunchtime squad to support pupils with specific needs.
Identification of pupils with additional needs	ALN register of children (updated regularly). Monitored, reviewed and adapted throughout year. Class register of pupils needs Regular meetings with ALN team, headteacher and class teachers to evaluate progress Use pupil progress meetings to improve understanding of attainment and to set more challenging targets. EDUKEY access across the school.	Continue monitoring and evaluation. Provision mapping to be updated termly. Ensure specialist services are sought where required. Monitor, review and adapt throughout year
Tracking pupils	Termly reviews of IEP/ IDPs/OPPs LA annual tracking of ALN children WG testing Year 2 to Year 6 School National testing and data tracking Tracking System developed internally	Child friendly IDPs and PCPs to be introduced Individual tracking of pupils – School follows disapplication arrangements for pupils who can't access Personalised Assessments. Access arrangements are followed to allow pupils with disabilities to access national Testing.
Planning for children with disabilities	ALNCo and Headteacher to meet with parents as early as possible.	ALNCo to access records of new entrants Ensure all staff know the specific needs of the children in their care.

	<p>Maintain close liaison with previous school series of pre admission meetings arranged with all professionals and parents.</p> <p>Regular cross professional meetings when necessary to monitor progress and any issues. Arrange specialist training as appropriate.</p> <p>Health care plans in place. List of children with medical needs available for all staff.</p>	<p>Staff trained for pupil needs as required e.g. Wheel Chair, Handling Courses etc. as required.</p> <p>Manual Handling training takes place every three years.</p> <p>ALNCo to make sure Health Plans are drawn up</p>
Appropriate one to one supervision for pupils with additional needs throughout day	ALNCo to liaise with council to secure one to one support during lunchtimes for specific children as required	Ongoing – Support from Voice 21 in training staff.
Educational excursions for pupils with disabilities	ALNCo to liaise with the LA to secure appropriate transport for any wheelchair bound pupil –this will ensure that they can participate fully in all learning experiences	<p>Ongoing and as pupil roll changes</p> <p><i>*Please note that the needs of pupils will be considered on an individual basis.</i></p>
Planning for children with disabilities	<p>Class teachers to involve ALNco at early stage when planning class trips</p> <p>Head and ALNCo and phase leader to look at each individual case.</p> <p>Seek specialist advice</p> <p>Liaise with parent all through the process.</p> <p>Teachers and support staff receive appropriate training to ensure they have the skills and confidence to manage pupils' needs</p>	<p>Ongoing</p> <p>Residential trips to be made available to pupils with disabilities.</p> <p>Risk assessments to be created prior to trips to ensure safety and well-being.</p>

Part 2 Improving the physical environment for disabled pupils, parents and visitors.

What is impairing access	Location	Actions/solutions
Steps up to the field, from the playground	Top Field	Access to the field from the Nursery end of the playground
Access between the FP building and the playground	Temporary access can be gained via the main school building and around.	Consider accessibility routes, based on an individual pupil need. Potential to create ramped access between the FP building and the yard.

Part 3 Improving the information to disabled pupils and parents

What information	Current process	Actions/ solution
Information on everyday events in school	Information goes out via Newsletters using the school text system, along with other key information and letters School Twitter account gives 'information stream'	Ascertain the need among parents/carers whether information is required in alternative formats
Annual report to parents	Report text out to parents. Hard copy available at main office. Available on the website.	Teachers aware of which parents need verbal reminders. Translation offered to parents if difficulty Ascertain the need among parents/carers whether information is required in alternative formats Large print available on request.
School Prospectus	Offered to new Parents given in person where visiting school Copies available to anyone on request Available on school website	Prospectus to be renewed during 2023-24 academic year. Ascertain the need among parents/carers whether information is required in alternative formats. Large print available on request.
New pupil / parent with disability	Early contact requested liaison with Headteacher and ALNCo	Liaison with LA whenever disabled pupil seeks admission

	or other professionals involved early for planning	Headteacher to discuss specific access issues with disabled parent
Emotional and Well-being support may be required for vulnerable adults and pupils	Parents may need support or are vulnerable and school are unaware.	Action – Families First services to be made available to pupils and parents on request. School based counsellor to support with pupil well-being. Referrals can be made by the HT on request.