



Ryelands Primary and Nursery School

Accessibility Plan

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by: The Headteacher and school leadership team.

This policy should be read in conjunction with the following documents:

- SEND Policy and the School’s Local Offer
- Single Equalities Policy
- SEN Information Report
- Behaviour Management Policy
- Curriculum Policy
- Health and Safety Policy
- Intimate care Policy
- School Improvement Plan
- School Prospectus

Policy Created:	January 2020		
First Presented to Governors for approval:	January 2020		
Proposed Review Cycle/Next Date:	3 Year	January 2023	
Approved by (Headteacher)		Approved by (Governor)	
Date:		Date:	
Policy Review History			
Date:		Date:	
Key Changes:	Key Changes:	Key Changes:	
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Presented to Governors:	Presented to Governors:	Presented to Governors:	

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

At Ryelands Primary and Nursey School we are committed to ensuring equality for all pupils and members of the school community. We are dedicated to providing a fully accessible and welcoming environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

At Ryelands Primary and Nursey School our accessibility plan is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with staff, governors and parents during the Health and Safety Committee, who meet termly. 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 ahead of the next review date.

The Accessibility Pan will be monitored through the Health and Safety Committee and will be published on the school website. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Pan.

Ryelands Primary and Nursery School is a single storey building with wide corridors, and several access points from outside.

On-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are either flat, ramped or have a very small step. All have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are currently 3 accessible toilet facilities available, well-spread across the building.

The school has internal emergency signage and escape routes are clearly marked.

The Accessibility Action Plan contains the relevant actions to:

Improving access to the **physical environment** of the school. This covers improvements to the school site to ensure all pupils have access to all areas within school without experiencing barriers caused by steps,

doorways, toilet facilities and showers for example. Additionally, it covers physical aids to access education such as lighting, acoustics as well as insuring emergency and evacuation systems are set up to cater for all pupils.

Increase access for disabled pupils to the school **curriculum** to ensure that all pupils are given equal opportunities. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. The curriculum should also be differentiated using a range of methods to enable all the children to access the curriculum appropriately whilst maintaining high expectations.

Improve **communication** and the delivery of written information to pupils, staff, parents and visitors with disabilities e.g. hands-outs and information about the school and school events including day-to-day issues. The information will be made available in various preferred formats, as specifically requested and can be shared verbally or using the appropriate technology as required.

Physical Environment – To provide improved access to the school ground and buildings for all.

Target	Action	Responsibility	Time Scale
Ensure all areas including corridors, access ramps, shower room and disabled toilets are checked on a regular basis to ensure they are free from obstruction.	Site supervisor to check weekly that all areas are free from obstructions.	Site Supervisor	On going
To ensure accessibility of access of ICT equipment	Ensure alternative equipment in place where necessary to ensure access to all hardware and software	ICT lead	On going
Layout of school to allow access for all pupils to all types of facilities	Consider the needs of disabled pupils, parents/ carers or visitors when considering any redesign	Head teacher, Governors, site manager, LA property officer	As required

Curriculum Access – To provide equality of access to the curriculum for all pupils in relation to needs.

Target	Action	Responsibility	Time Scale
Ensure classroom staff have specific training on disability	Staff to access appropriate CPD Be aware of staff training needs.	SLT	As required

issues as appropriate			
Ensure all school trips and residential visits are accessible to all.	Speak to staff to ensure that when planning a trip, they are aware of the needs of all of the children in their class	Phase leaders SENDCo	As required
To eliminate barriers to the curriculum for pupils with a disability	Improve the level of integration for pupil with SEND especially after school club and school council	SLT	ASAP

Communication – To provide communication and access to information

Target	Action	Responsibility	Time Scale
Improve the availability of written material in alternative formats when specifically requested e.g. EAL	The school will make itself aware of the services available for converting written information into alternative formats	SENDCo	On going
To continue to improve the communication between school and parents of SEND children	Continue SENDCo open door policy Continue SEND Coffee mornings every term	SENDCo	On going