



## 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
- Equalities Policy
- SEN Information Report
- Behaviour Management Policy
- Curriculum Policy
- Health and Safety Policy
- Intimate care Policy
- School Improvement Plan
- School Prospectus

<b>Policy Created:</b>	January 2020		
<b>First Presented to Governors for approval:</b>	January 2020		
<b>Proposed Review Cycle/Next Date:</b>	3 Year		September 2027
<b>Approved by (Headteacher)</b>		<b>Approved by (Governor)</b>	
Date:		Date:	
<b>Policy Review History</b>			
<b>Date:</b>	September 2024	<b>Date:</b>	
<b>Key Changes:</b>	<ul style="list-style-type: none"><li>• Adding electric charging spaces</li></ul>		Key Changes:
<b>Presented to Governors:</b> Full 21.11.24	Presented to Governors:		Presented to Governors:

## Ryelands School – Mission Statement

### **RYELANDS PRIMARY AND NURSERY SCHOOL MISSION STATEMENT**

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

At Ryelands Primary and Nursery 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 Nursery 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 Plan 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 Plan.

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 and electric charging spaces. 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 three 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	Ongoing
Adapt the Nursery lay out and KS1 corridor area to accommodate the complex needs of SEND pupils	Create appropriate accessible environments with resources to support the needs of the pupils	EYFS lead, Jenny Knowles and SENDCo, Annika Smith	Ongoing

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

Target	Action	Responsibility	Time Scale
--------	--------	----------------	------------

To allow pupils with dyslexia or dyslexia traits to access the curriculum with confidence	Staff to attend dyslexia CPD – twilight Strategies and resources to be provided to support dyslexia friendly learning environments	SLT Class teachers	ongoing
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. Risk assessments to be created to support pupils who need them	Phase leaders SENDCo EVC Lead	As required

## Communication

Target	Action	Responsibility	Time Scale
For staff to complete deescalation training	Staff to attend deescalation training provided by Morecambe Road Special School Outreach support	SLT Staff	ongoing