



# School Accessibility Plan

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## Ringway Primary School Accessibility Plan

This policy has been written in alignment with our school vision, ethos and values.

This Plan reflects the requirement for an Access Plan under current equalities legislation.

The duty under the Equality Act 2010 is that schools collect and publish equality information, and publish equalities objectives. This duty has existed since April 2012. However, guidance makes it very clear that schools continue to have a duty to produce an Accessibility Plan which must be implemented. Schools' plans should reflect their intention to:

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

### **Access Plan for Ringway Primary School from September 2022-2025**

#### **Introduction**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. Our school's accessibility plans are 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 definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life. It is likely that every school has disabled pupils, staff members and service users.

#### **Vision and Values**

Our School fully supports the vision of Northumberland Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Northumberland's Inclusion definition that says:

Northumberland County Council is committed to improving access for all disabled pupils and prospective pupils. We believe that all disabled pupils have a right not to be discriminated against in the provision of education and associated services in schools, and in respect of admissions and exclusions. Wherever possible, disabled pupils should have the same opportunities as their non-disabled peers in their access to education. The child/young person is at the heart of everything we do. For schools we will promote the strategy to improve access through our overall inclusion programme and through specific guidance and training for headteachers and senior leaders, and for governors.

We will promote the principle that inclusive schools provide for all pupils, through increasing access and removing barriers to learning.

### **School Aims**

At Ringway, we believe that our children's wellbeing is equally as important as their academic success and therefore aim for all of our children to be happy and confident individuals who have developed the academic skills they need for now and for a successful future.

### **Our School Vision**

'To inspire a life-long love of learning by creating a safe, happy and inclusive environment where children feel respected and have the resilience, confidence and self-belief to become independent, building skills that they need for a successful future'.

Our vision is built on the core values of RESPECT and the need to respect ourselves, each other and our future. Our values are embedded throughout the curriculum, our behaviours and the school environment.

- Respect
- Equality
- Self-Belief
- Perseverance
- Excellence
- Creativity
- Teamwork and Collaboration

### **The nature of Ringway Primary School's population**

- We have around 200 mainstream pupils from Nursery to Year 6 and 35 full and part time staff members including 9.2fte teachers. This is the latest data (updated September 2023)

### **The School Environment**

The school is a one storey building with all classes having access to the outdoors via their classroom doors.

### **Awareness of staff**

All staff are aware of the needs of individual children and have regular training to support the needs of children in school. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs.

All children in school are included, disabled children are encouraged to take a full and active part in school life, e.g. sports day, performances, educational visits etc. Support is given to children who cannot attend school for medical reasons. Afterschool clubs are available for all children.

We have policies in place and a named person to administer medicines and care. We have a strong Anti-Bullying Policy to ensure all children feel safe and included.

All children with special needs or a disability will be offered a broad and balanced curriculum that is tailored to meet their needs e.g. speech therapy, visual timetables, social stories etc.

### **Access to the curriculum**

All areas of the curriculum are available to pupils regardless of their disability. If an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

Depending on the impairments of disabled pupils, planning specific staff training improves access to the curriculum. Training is available from a number of sources.

Purchasing specialist equipment will increase access to the curriculum for disabled pupils. Where necessary based on the individual needs of pupils we will purchase any specialist equipment in order for all children to access the curriculum.

Reviews of the participation of disabled pupils during lesson observations will inform future developments in inclusion.

Access to school visits can be problematic for some disabled pupils. Reviews and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.

### **Access to written information**

- We provide additional support for learners with reading difficulties.
- Raising awareness of font size and page layouts will support pupils with visual impairments.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

Ringway Primary School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND). We welcome learners with different needs and will make reasonable adjustments to ensure we minimise any disadvantage for disabled pupils. Our SEND information report contains further information on what to offer to our pupils with SEND.

**Accessibility Plan for Ringway Primary School from September 2022-2025**

**Buildings**

	Area	Action to be Taken	Timescales	Resources	Responsibility	Monitoring
School Approach	Approaching the school	Maintain clear visibility and access.  Signage to remain unobstructed by plants and trees.	Ongoing	Additional referrals to our grounds maintenance service as and when needed.	HT	Governors
Car Parking	Provide suitable car parking bays for disabled visitors	If someone request a space to park, make available in school car park.	Ongoing	NA	HT	Governors
Entrance	Maintain clear, visible and accessible entrances to school.	Access checked – ramp available for step at front porch.	Ongoing	Ramp	HT	Governors
Corridors	Check corridors on a regular basis for access.	Access checked.	Ongoing	NA	All staff	Governor Health and Safety audit.
Doors	All doors have unblocked windows providing views into all areas.	Continue to ensure nothing is placed on door vision panels to block view.	Check regularly	NA – Awareness training	All Staff	Governor Health and Safety audit.
Staff Awareness	Improved staff awareness of responsibilities re: accessibility.	Annual staff refresher regarding expectations for accessibility.	Annually and ongoing	Training	All staff	Governor Health and Safety audit.

### Curriculum

Area	Action to be taken	Timescales	Resources	Responsibility	Monitoring
Differentiated curriculum	Ensure that the implementation of the National Curriculum maintains teachers understanding of differentiated curriculum for all children.	Ongoing and monitored by SLT and subject leads.	Designated staff meetings	SLT, SENDCO	SLT, SENDCO, Governors.
Ensure that the school curriculum enables SEND pupils to make good or better progress in all subject areas.	Monitoring activities to evaluate the impact of teaching and the curriculum on SEND pupils' progress.  SENDCO release time to include monitoring time.	Ongoing	SENDCO release time to be part of weekly timetable	SLT, SENDCO	SLT, SENDCO, Governors.
Deaf Awareness	Staff training when required	Ongoing	Staff CPD	SLT, SENDCO	SLT, SENDCO, Governors.
Training to support disabled pupils	Staff train to meet the needs of individual children. Ongoing assessment of individual pupil's needs will result in further staff training as required.	Ongoing	Staff CPD	SENDCO	SLT, SENDCO, Governors.
Specialist equipment	Specialist equipment to be identified and provided according to individual pupil's needs.	When necessary		SLT, SENDCO	SLT, SENDCO, Governors.

To recognise pupil diversity through lesson delivery and techniques	Ensure that the implementation of the National Curriculum maintains teachers understanding of diversity.  Implementation evident through cross-curricular links and PSHE teaching.	Staff CPD	Staff meetings	SLT  Subject leads.	SLT, SENDCO, Governors.
Training needs of staff.	Regular support for teachers and support staff to enable them to respond effectively in relation to named conditions that children may have.	Ongoing	Staff training when needed.	SLT	SLT, SENDCO, Governors.

**Alternative Formats**

Area	Action to be taken	Timescales	Resources	Responsibility	Monitoring
Alternative formats	Ensure that all parents are aware that large type formats of any school produced documentation can be made available.  School can provide help with reading any documentation.	Ongoing	NA	SLT	SLT, Governors.