

Ramshaw Primary School



School Accessibility Plan 2020-2022

Date Reviewed
Next Reviewed

September 2020
September 2022

1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
 - To prepare and publish a **Single Equality Scheme** to show how they will meet these duties.
- 1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the school's Single Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three 'key areas':
- increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criterion has been set so progress and outcomes can be measured.
- 1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Ramshaw Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that **Ramshaw Primary School aims to be an environment where:**

- 1. Everyone is safe and secure with clear expectations.**
- 2. The school is a learning organisation where all develop personally, socially and academically.**
- 3. We celebrate our success and diversity at every opportunity.**
- 4. All stakeholders are valued for their unique contributions to our success.**

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Ramshaw Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Single Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Ramshaw Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Ramshaw's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

3. Current Good Practice which supports this duty

3.1. The school's commitment to inclusivity has already been recognised by Ofsted who stated in the school's last inspection that:

'..Leaders have created a palpable ethos of nurturing and care which permeates this inclusive school. It leads to harmonious conditions in which all pupils thrive and behave extremely well.'
'This caring school ensures equality for all, fosters good relations and does not tolerate discrimination...'

Ofsted Inspection Report February 2015

3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.2.1. Ramshaw Primary has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LEA SEND team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the EHCP process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Early Years Advisory Teacher
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- GPs and paediatricians
- School Nurse Team
- ADHD Nurse
- Mental Health Nurse
- FISCH
- Butterwick Hospice (Counselling)

3.2.5. The school's governors, teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment, Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders,
- Profound and multiple difficulties including specific genetic disorders
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Pastoral Leaders to access Early Help and other agencies
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- SEAL small group work (Social and Emotional Aspects of Learning)
- Educational Psychologist
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Word Wasp, Lexia & Toe by Toe
- FISCH
 - Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
 - Stay and Play for pupils and their parents, carers and siblings
 - Advice and support from School Nurse Team
 - Paediatric First Aiders
 - Life Skills
 - Outdoor learning
 - Use of diagnostic assessments, e.g. Dyslexia Screening Test, Nessy, Accelerated Reader
 - Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

3.3. Current Actions: improving access to the physical environment of the school

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the school to which disabled pupils have limited or no access. The use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community has so far been successful.

3.3.3. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

3.4. Current Actions: Improving the delivery of information to persons with a disability

3.4.1. School staff are aware of the services available for converting written information into alternative formats.

4. Review and Implementation

4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the Single Equality Scheme Working Party following consultation with the School Council.

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2019-2021 is attached alongside the school's current plan in Appendix 1.

Appendix 1 Ramshaw Primary Accessibility Plan 2020-22

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2019	Achieved
Availability of written material in alternative formats	DH / HT	Staff aware of services available through LA Vision Skills North East visiting school regularly to raise awareness of visual impairment. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details	Ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats.	Pastoral Team, SENCO and office staff aware of services available for presenting information in different formats, including Braille, enlarged print and interpreter. Info to be collated and shared with staff where necessary.	Partially - Info to be collated and shared with staff where necessary.
Training for teachers on differentiating the curriculum and effective communication with parents	SENCo	Staff training and meetings with parents of SEND pupils arranged Parental Consultations	Training time SENCo time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed	Ramshaw's inclusive practice highly regarded by parents and LEA	Yes
Training for staff on increasing access to the curriculum for disabled pupils	SENCo DH	Staff training on signing / Braille etc. On-going training on SEND Updates	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met	SEND awareness training delivered for all support staff.	Yes – Wendy Boyes from LEA Update in January 2020
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	SENCo HT	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with adviser and parents and pupils.	Cost of re-decoration Build into maintenance budget	In place & ongoing	Physical accessibility of school increased Steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.	School site decorated in with contrasting yellow for door surrounds, handrails and posts.	Yes - maintain

Provision of wheelchair accessible toilets with changing facilities	HT	Maintain a wheelchair accessible toilet and changing facilities in school.	Build into maintenance budget	In place and ongoing	Physical accessibility of school increased Wheelchair accessible toilet and changing facilities available now in Teesdale Leisure Centre	Wheelchair accessible toilets available in school.	Yes - maintain
Fit grab rails where necessary to aid movement around school	HT	Maintain grab rails around school site, including classrooms and other appropriate locations. To review and update following discussions with adviser.	Cost of new grab rails as needed.	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed.	Grab rails in place around the whole school site.	Yes - maintain

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria	Review December 2022	Achieved
Fit braille to /redecorate equipment and access points around school.	HT Caretaker	Yellow nosings fitted to all stairs Braille signs on doors / equipment	Build into maintenance budget	In place and ongoing	All areas monitored and maintained.	Doors and equipment braille signed and redecorated .	Painting of manhole covers to be achieved in 2019
Access into school and reception to be fully compliant	HT	Designated disabled parking Clear route through school for disabled people, allowing access to all areas	Cost of maintaining accessible entrances.	Complete and ongoing	Physical accessibility of school increased	Clear access route through school for disabled pupils and all school users.	Yes - maintain

Improve independent access within school	HT	Ramps and accessible doorways to ensure access to all parts of the building and school field.	Cost of access path to school field plus portable ramps.	Complete and ongoing.	Physical accessibility of school increased Disabled people have independent access to all parts of the school, including school field.	Clear access route through school for disabled pupils and all school users.	Yes - maintain
Improve signage to indicate access routes around school	HT Caretaker	Signs indicate disabled parking bays, lifts and wheelchair friendly rooms around school Provide access plan of building in reception area	Cost of signs	ongoing	Disabled people aware of wheelchair access to all parts of the school	Signs fitted around school to highlight wheelchair friendly routes around school.	Partially – provide map of school and disability access route

Access to the Curriculum

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meetings	Complete and ongoing	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Parental and pupil feedback	SENCO	Questionnaire / consultation with parents of pupils with SEND.		July 2021	Feedback used to inform future priorities and school improvement.

Access to the Physical Environment

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Improvements to aid those with a visual impairment	Caretaker	Maintenance of external steps & manhole covers highlighted in yellow / non-slip paint	H&S budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Improvements to aid access those with an impairment	Director of Finance	Braille signs on doors / equipment, where appropriate	Cost of Braille adaptations H&S budget	Ongoing	More independent access and wayfaring for pupils with an impairment or disability.

Improve signage to indicate access routes around school	SENCO	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school	Cost of signs, where needed	July 2021	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.
Safe access around exterior of school	Caretaker	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways.
Disabled parking	Head teacher	Ensure disabled parking spaces are always available for those parents and pupils	None	Ongoing	Disable badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.

Access to Written Information

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Deputy Head	All staff and parents aware of services available for requesting information in alternative formats.	Contact details & cost of translation / adaptation	Depending on need	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.
Improvements to help those with hearing loss	Governors	Hearing loop fitted in main reception. Obtain quotes and identify possible funding.	Cost of hearing loop	Depending on need	Communication improved for pupils, parents and visitors with a hearing impairment.

Appendix 2

Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

<p>1. Pre-planning information.</p> <ul style="list-style-type: none">• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none">• one to one peer support• collaborative teaming• group work• valuing difference of race, gender, ethnicity, disability or religion• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none">- timing,- variation of activities,- types of activities [concrete/abstract],- reinforcement of key ideas,- extension work- recall of previous work,- links to future work,- clear instructions. <ul style="list-style-type: none">• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?• Are you able to access specially adapted equipment for some students to	

<p>enable them to participate fully?</p> <ul style="list-style-type: none"> • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? 	
<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self-presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • <i>Does their use allow all children to be equally included in the class activities?</i> • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? 	
<p>8. Classroom organization</p>	

- Is seating carefully planned and/or the activity accessible for pupils with:
 - mobility impairments e.g. circulation space, table height
 - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare
 - visually impaired e.g. maximise residual sight, if touch can reach
 - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
 - pupils with short attention span/easily distracted, eg: sit on own
 - learning difficulties who need a lot of support, eg: next to peer supporter
 - short attention span, eg: distraction free zone
- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

9. How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed sex/same sex groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together, eg: stronger reader/weaker reader?

10. How will you deal with unexpected incidents?

Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?

11. How will you ensure that all students feel equally valued through their experiences of:

- the allocation of teacher and support staff time;
- being listened to/ paid attention to;
- being respected;
- achieving;
- interacting with their peers.

12. How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation?
- How will you involve pupils in assessing their progress?