



Accessibility Plan

	Name	Date	Signature
Reviewed	Ms Kath Margetts	February 2019	<i>K. Margetts</i>
Reviewed	Mrs Carol Burgess	July 2022	<i>C. Burgess</i>
Next Review		March 2025	

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and

- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Plan will be reviewed annually or where operational needs dictate and approved by the Local Governing Body. At Raglan Primary School the Plan will be monitored by the Headteacher and evaluated by the Local Governing Body.

The current Plan will be appended to this document.

At Raglan Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims:

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

The Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. It is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

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Raglan Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Raglan Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Raglan Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Through the implementation of this plan we will:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy

- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Educational Visits Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

Current practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are some areas of the school to which disabled pupils have limited or no access at the moment, for instance there are steps to nursery, reception class room and the link corridor. Disabled pupils are able to participate in extra-curricular activities, however some activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and educational visits for some pupils with complex medical needs, however all reasonable adjustments are made to support as full an involvement as possible

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access

The school is housed in a Victorian building which has been extended over time. There is also a separate gym and studio. Most of the building is single story apart from Year 5 and Year 6 classrooms, cloakrooms and toilets, the library and the multimedia suite. Access to the school via the main entrance and the KS2 entrance is flat with wide doors fitted. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate.

There is a disabled parking bay at the front of the school close to the main entrance. There are disabled toilet facilities available in the main building and in the gym. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Class rooms are fitted with Sound Field Systems to support pupils with a hearing impairment and staircases and steps are marked with yellow tape to support pupils with a visual impairment. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice via our MAT and through regular SENCO network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers that prevent access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils, with a disability, medical condition or other access needs.

Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Impact
To liaise with pre School providers to prepare for the new intake of children into Reception or nursery each year.	To identify pupils who may need adapted or additional provision	May to July each year	EYFS Lead, teachers and Inclusion Manager	Appropriate provision in place for children prior to them starting school
To liaise with schools as necessary to prepare for the intake of new children who transfer within year.	To identify children who may need adapted or additional provision	On-going as need arises	HT/Deputy and Inclusion Manager/ Learning Mentor	Appropriate provision in place for children when they start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT and Governors	All policies clearly reflect inclusive practice and procedure
To ensure the curriculum is carefully planned to take into account all learning styles and needs, enabling every pupil to access	Regular planning meetings and careful considered planning. ♣ Teachers to adapt group planning to the	Ongoing	HT/Deputy/Inclusion Team	Appropriate provision to allow all children to make good progress from their starting points

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the curriculum and make good progress.	individual needs of their own class. ♣ Appropriate resources provided for all pupils. ♣ Advice from internal staff and outside agencies			
Use ICT and technology to support learning	Enable access to laptops, recordable devices and supportive programs as appropriate.	Ongoing	HT/Deputy/Inclusion Team	Appropriate provision to allow all children to access the learning environment and engage in activities alongside their peers.
To establish and maintain good communication with parents	To ensure collaboration and information sharing between school and families	Ongoing	All staff	Clear collaborative working approaches established through meetings, risk assessment reviews, care plan reviews, EHCP reviews
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel	Ongoing	SLT and all teaching staff and outside professionals	Clear collaborative working approaches established through meetings, risk assessment reviews, care plan reviews, EHCP reviews
To include pupils with a disability, medical condition or other access	Create personalised risk assessments and access plans for individual	Ongoing	SLT and all staff, including extra-curricular providers and educational visits settings	Reasonable adjustments have been made

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needs as fully as possible in the wider curriculum including educational visits	children. Liaise with external agencies, identifying and implementing training needs. Ensure that actions , including emergency evacuation procedures are clear			
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To improve the physical environment of the school to increase the extent to which pupil with a disability, medical condition or other access needs can access the full education experience.

Targets	Strategies	Timescale	Responsibilities	Impact
Improve the physical school environment	The school will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings	Ongoing	HT, Premises Manager, Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out
Ensure that reasonable adjustments	Create personalised risk	On going	SLT, all staff, premises team	As far as possible inclusion in

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are made for pupils with a disability, medical condition or other access needs	assessments and access plans for individual children. Liaise with external agencies, identifying and implementing training needs. Ensure that actions , including emergency evacuation procedures are clear			place for all pupils. All pupils able to evacuate safely in an emergency
Ensure access to appropriate hi and lo tech devices and equipment	Use of soundfield systems for children with hearing loss; AAC devices for children with significant speech difficulties in the ARP; access to sensory equipment for promoting emotional regulation	Ongoing	All staff	All pupils are supported to engage in the whole school environment in spite of their disability or additional needs
Be aware of staff, governors' and parents' access needs and meet as appropriate	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign – ramps, door widths, handle height, etc.	In line with improvements to school building	Head teacher/Deputy Head teacher/Governing Body	Raglan is accessible to the whole school community

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Promote Raglan as a communication supportive environment	Consider the whole school environment to improve signage, displays, access to resources, etc	Ongoing with support from Communication Team at ISAT	Head Teacher/SLT/Inclusion Team	Raglan will reflect the communication needs of its community and provide an inclusive environment for all pupils.
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Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Impact
To enable improved access to written information for pupils, parents and visitors	Create and offer information in alternative formats. Access are considered and put in place for statutory testing	Ongoing	HT, DH, Inclusion Manager, Admin team	Evidence that appropriate considerations and reasonable adjustments have been made
Provide information in other languages for pupils or parents who may have difficulty with hearing or speak another language	Access to translators, sign language interpreters to be considered and offered if possible	Ongoing	All staff	Evidence that parents' communication needs are considered prior to formal meetings in school
Ensure all parents and pupils are able to give their voice to Annual Reviews and CP meetings in school	Pupils' views are collected in a variety of formats to suit their age and ability. Pictures and use of choice boards for children who struggle to communicate	Ongoing	All teaching Staff and support Staff	Children's views will be valued and shared when making decisions about their support in school
Ensure that reasonable adjustments are made for parents/ carers with a disability, medical condition or	Adopt a proactive approach to identifying the access requirements of parents and make	Ongoing	SLT, all staff, premises team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents are

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other access needs so they are able to fully support their child's education	reasonable adjustments where possible			able to fully support their children in their education.
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