



## Ridgeway Primary School and Nursery

# Accessibility Plan

Status: Statutory  
Source: Previous Accessibility Plan, Croydon and The Key templates  
Last reviewed by: HST  
Approved by: L & A Committee  
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Policy is written in conjunction with the SEND policy

Revision date	Page no	Significant changes made
May 8 <sup>th</sup> – mainly rewritten		
Jan 2023		Updated actions

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Ridgeway Primary School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils:

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To work closely with external agencies to gain further strategies and advice.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Ridgeway Primary School has a strong commitment to equal opportunities and accessibility as laid out in the 'School Core Values and Aims', 'Equal Opportunities Policy', Curriculum Policies, 'Teaching and Learning Policy', 'Special Educational Needs and Disabilities Policy', 'Behaviour and Anti-Bullying Policy', and 'Health and Safety Policy'. As a school we aim to embed accessibility into everything we do: in school development, in curriculum development, in maintaining and improving the physical environment, in professional development and in all planning processes.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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". The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We are working within National Frameworks for educational inclusion including The SEN Revised Code of Practice 2014, SEN & Disability Act 2001, the Disability Discrimination Act (amended for school 2001), Code of Practice for Schools (Disability Rights Commission) and OFSTED.

**a) CURRICULUM: Increase the extent to which disabled pupils can participate in the curriculum**

<b>Priority /Outcome</b>	<b>Action</b>	<b>Responsible Person</b>	<b>Review</b>
All children can access the curriculum through differentiated learning opportunities.	<ul style="list-style-type: none"> <li>Review/monitor curriculum implementation to make sure it meets the needs of all pupils</li> <li>Share good practice through networks such as the Locality SEND Support forum, SENCO cluster groups, staff meetings and specialist outreach.</li> <li>Investigate the use of technology to improve access</li> <li>Staff training</li> </ul>	HST SENCO Team Leaders Teachers	
Curriculum progress is tracked for all pupils, including those with a disability.	<ul style="list-style-type: none"> <li>Review Additional Support Plans (ASPs) in place for identified children</li> <li>Identify gaps for children with SEND who do not require an ASP. Inclusive teaching and specific interventions address these gaps.</li> <li>Regularly monitor and review progress as part of the Assess, Plan, Do, Review cycle.</li> <li>Targets are set that are effective and are appropriate for pupils with additional needs</li> </ul>	HST SENCO Team Leaders Teachers	
High quality resources are planned for and available which are tailored to the needs of pupils who require support to access the curriculum.	<ul style="list-style-type: none"> <li>When planning, teachers to consider use of resources to enable children with SEND to be able to access the curriculum.</li> <li>Resources ordered as required</li> </ul>	Teachers HST SENCO	
Staff are confident in effectively supporting children with a range of SEND needs.	<ul style="list-style-type: none"> <li>Identify training needs and gaps for staff</li> <li>Plan programme of quality INSET for staff</li> </ul>	Lead TA SENCO HST	
Staff follow best practice in supporting and including disabled pupils and pupils with SEND when planning school events and trips	<ul style="list-style-type: none"> <li>Create personalised risk assessments and access plans for individual children.</li> <li>Liaise with external agencies, identifying training needs and implementing training where needed.</li> </ul>	Teachers SENCO HST	

<p>Disabled pupils have equal access to extra-curricular clubs and wrap-around care</p>	<ul style="list-style-type: none"> <li>• Evaluate % of children with SEND accessing extra-curricular clubs and ensure they have equal access</li> <li>• When planning clubs, staff to consider access for children with SEND</li> <li>• Ensure that any external providers also consider access arrangements</li> <li>• Acorns to ensure access arrangements are in place, and to liaise with SENCO about individual children's needs and access plans</li> </ul>	<p>SENCO HST School Office Staff Acorns Staff running clubs</p>	
<p>Children have a greater understanding of disabilities and how they can impact on individuals.</p>	<ul style="list-style-type: none"> <li>• Wellbeing curriculum and assemblies to raise awareness of disabilities.</li> <li>• Disability equality issues to be incorporated into the curriculum.</li> <li>• Books and visuals portraying people with disabilities to be used.</li> <li>• Include use of children and adults with disabilities when creating resources.</li> </ul>	<p>Teachers HST – assemblies Wellbeing Leader</p>	

**b) PHYSICAL ENVIRONMENT: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.**

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture.

Priority /Outcome	Action	Responsible Person	Review
School environment is accessible to children with visual and hearing impairments	<ul style="list-style-type: none"> <li>• Follow advice from Croydon Sensory Support Service (CSSS) and make adaptations as necessary</li> <li>• Arrange for habilitation officer from CSSS to visit annually (or as needed) to advise on adaptations</li> <li>• Access plans written by CSSS for individual children</li> </ul>	SENCO School business manager Site manager	
School environment is accessible to children with physical disabilities	<ul style="list-style-type: none"> <li>• Weekly checking of the lifts, doors and toilets to ensure they are working, and where needed contact specialists regarding maintenance.</li> <li>• Disabled toilets are kept clear and tidy</li> <li>• Access plans written by SENCO for individual children</li> </ul>	Site manager SENCO	
Reasonable adjustments are made for pupils with a disability, medical condition or other access needs (including safe evacuation in an emergency)	<ul style="list-style-type: none"> <li>• Personalised risk assessments in place.</li> <li>• Liaise with external agencies, identifying training needs and implementing training where needed.</li> <li>• Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</li> </ul>	SENCO HST All staff	
Signage around the school building (both internally and externally) is accessible to all	<ul style="list-style-type: none"> <li>• Review all signage in school, audit what is currently in place and plan for new signage if required</li> </ul>	HST School business manager	

**c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.**

<b>Priority / Outcome</b>	<b>Action</b>	<b>Responsible Person</b>	<b>Review</b>
Reasonable adjustments are in place for disabled pupils to access written information in class	<ul style="list-style-type: none"> <li>• Follow access plans (e.g. visual and hearing impaired children)</li> <li>• Technology to be explored as needed</li> <li>• Visuals to be used where appropriate</li> </ul>	SENCO Teachers	
Reasonable adjustments are made for disabled pupils to access online / computer-based information	<ul style="list-style-type: none"> <li>• Review physical equipment (e.g. microphones, headphones, dictation, ipads, enlarged keyboards/mouse)</li> <li>• Review online features (e.g. readability function, enlarged font, apps)</li> </ul>	SENCO ICT Leader / technicians Teachers	
Reasonable adjustments are made for disabled pupils to access signage around the building	<ul style="list-style-type: none"> <li>• See section b)</li> </ul>		
Disabled pupils can access home learning activities	<ul style="list-style-type: none"> <li>• Consider any adaptations required for disabled pupils to be able to access at home</li> <li>• Communicate with parents of individual children as required.</li> </ul>	Teachers	