



RIPLEY ENDOWED PRIMARY SCHOOL ACCESSIBILITY POLICY AND PLAN

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). This was updated in 2014. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum so all Ripley Endowed Primary School pupils and prospective pupils with a disability can participate fully in all school activities.

Principles

Compliance with the DDA is consistent with Ripley Endowed Primary School's aims and equal opportunities policy, and the operation of Ripley Endowed Primary School's SEN policy.

Ripley Endowed Primary School recognises its duty under the DDA:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

Ripley Endowed Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Ripley Endowed Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual

pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2005 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- ensuring all pupils can access extra- curricular activities
- ensuring the timetabling, classroom and school organisation and setting is suitable for all pupils.

Activity

a) Education & related activities

Ripley Endowed Primary School will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Ripley Endowed Primary School has taken into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning the improvements and refurbishment of the site and premises due to take place in July 2017. The school will continue to take into account these needs in all future improvements and refurbishments.

c) Provision of information

Ripley Endowed Primary School will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) Appointment of Staff

Ripley Endowed Primary School is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination does not take place.

Prepared by Kirsty Macnair, Administrator
Agreed by Governors 18th January 2017
Date to be Reviewed January 2020

RIPLEY ENDOWED PRIMARY SCHOOL
ACCESS PLAN – 2017 – 2020

Target	Current good practice	Actions to be taken	Monitoring	Timescales/costs	Success Criteria
<p>ACCESS TO CURRICULUM</p> <p>1. Increase access to the curriculum for pupils with a disability.</p> <p>2. Reflect identified areas of need in lesson planning and delivery.</p> <p>3. Prioritise student participation in school activities.</p>	<p>Provide suitable ICT materials to support all learners (new equipment recently purchased).</p> <p>Review needs of learners and respond as appropriate – providing suitable alternate provisions e.g. Coloured paper and overlays, coloured screen backgrounds, large print, pencil grips, writing stands, seat cushions, chew toys, stress balls etc.</p>	<p>Purchase resources suitable for each individual child and their needs. Audit needs and resources on a regular basis.</p> <p>Incorporate Quality First Teaching into all planning.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties.</p> <p>Promote pupil’s awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it.</p> <p>Ensure pupil activities are accessible to all.</p>	<p>Headteacher and Governors</p>	<p>Regular audit of provision at least annually.</p> <p>Immediate provision for new children entering school.</p> <p>Costs as appropriate in relation to identified needs.</p> <p>Possible 1:1 support or small group support costs</p>	<p>A range of resources available.</p> <p>ICT used as a provision to support equality.</p> <p>Delivery adapted to suit the needs of learners.</p> <p>Areas of need noted in planning with links to resources.</p>
<p>SCHOOL BUILDINGS AND OUTDOOR SPACE</p> <p>1. Improve and maintain access to the physical</p>	<p>Access to school buildings and site can presently meet diverse needs of current pupils.</p> <p>Provision is changed as</p>	<p>New disabled toilet with changing bed and shower to be installed July 2017. New entrances with ramped accesses in main school.</p>	<p>Headteacher and Governors</p>	<p>Costs are per identified needs. Tenders awaited – funding from Trustees and NYCC in place.</p>	<p>All aspects of school accessible, as far as possible – with further works planned in July 2017.</p>

<p>environment.</p> <p>2. Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future .</p>	<p>and when necessary.</p>	<p>Awareness of independent access.</p> <p>Clear identification of room functions.</p> <p>Plan classrooms in accordance with pupil need.</p> <p>Organise resources within classrooms to reflect pupil need. Incorporate accessibility into any proposed structural alternatives.</p> <p>Provide quiet areas within the school.</p> <p>Look at accessibility in all areas of school life.</p>			<p>Clear areas.</p> <p>Classrooms adjusted to suit needs as appropriate.</p> <p>Relevant resources sought as appropriate.</p>
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>		<p>Consider all policies in view of priorities.</p>	<p>Headteacher and Governors</p>	<p>N/A</p>	<p>Policies reflect the aims and values of the school and are relevant to DDA.</p>
<p>NEWSLETTERS AND DOCUMENTS</p> <p>Improve the delivery of written information to parents and pupils</p>	<p>Availability of newsletters and school documents in alternative formats</p>	<p>Letters in first language.</p> <p>Large print & audio when required.</p> <p>Braille.</p> <p>Text messages.</p> <p>Website with high-contrast / text only.</p>	<p>School Administrator</p>	<p>Website £470 per annum</p>	<p>Clear information provided in a range of formats to support all learners and parents</p>