

# Ranby CE Primary School Accessibility Policy and Plan 2017 – 2020



Adopted by the Full Governing Body: March 2017

Signed .....

Mrs D Hayes Chair of Governors

**Interim review Autumn term 2019**

**Review Spring term 2020**

## Introduction

**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**

**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”.**

**Ranby CE was built in 2008 and met the current legal requirements for disabled access at the time of being built.**

Ranby CE currently has a low number of pupils with a disability that may require specialist equipment or adult intervention/support. Three pupils have a medical need that required staff training in Eipen administering during a medical emergency. A number of pupils require inhalers whilst in school, with most independently self-administrating under adult supervision in-line with their IHCP.

## Principles

In performing their duties, governors and staff will:

- Not treat disabled students less favourably for a reason related to their disability
- Make reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- Plan to increase access to education for disabled students

## Definition of Disability

Disability is defined by the Equality Act 2010 as:

“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”.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified. These action plans will be reviewed annually as part of the ongoing budget planning cycle.

## **AIMS OF THE SCHOOL**

Ranby CE Primary School aims to provide every child with high quality education through 'quality teaching first'. It is the schools believe to give all pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- c) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- d) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- e) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- f) Ensure equal opportunities for all.
- g) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- h) Develop a sense of pride in belonging to Ranby CE Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

## **Key Objective**

At Ranby CE Primary School we endeavour to make reasonable adjustments to reduce and eliminate barriers that impair access to the curriculum, thus enabling everyone to participate in the life of the school community, including pupils, staff and visitors with a disability.

### Audit of current practice and provision

- One level access building and environment with designated disabled parking space located close to the main entrance
- Accessible doorways throughout school
- Automatic door at main entrance with low level reception 'welcome' hatch and 'call bell'
- Loop hearing system in main reception area
- Acoustic sound boarding in main hall
- Accessible toilet that is sufficiently large enough to accommodate a wheelchair and toileting chair or step with showering facilities
- Additional smaller accessible toilet in each key stage
- Hand rails in accessible toilets
- Alarm call in main accessible toilet
- Spaces that create a learning environment that supports the effective delivery of specific training and provision
- CPD training/refresher training for all staff to support learning/ well-being and medically needs
- All pupils' progress is monitored frequently as part the school's assessment cycle
- SEND pupil cycle of need, frequently reviewed to match the needs of the pupils and provision provided
- Specialist equipment provided for specific pupils to remove barriers to learning
- Collective worship daily with morally and social elements as part of the PSHE provision
- Interactive whiteboards in all teaching spaces
- SENCo & SENCO Ass attend termly Springbroad & SENCo meetings/training
- School endeavours, to make sure school trips are accessible to all pupils and that they offer the best educational experience for all
- Reasonable adjustment made to the classroom environment that is appropriate and manageable to meet the needs of pupils
- Review meetings termly or more frequently for pupils on the SEND register or who those with a medical need that requires continual monitoring