



RAVENSTHORPE PRIMARY SCHOOL

Accessibility Policy and Plan

September 2023

Ravensthorpe Primary School Academy Committee
Date Policy Reviewed: September 2023
Date of Next Review: September 2024

1. Introduction

- 1.1 The Planning Duty under the Equality Act 2010 schools means that all should have an individual 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 (more than a year), 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.
- 1.2 The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school committees, and shared with Trustees.
- 1.3 The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.
- 1.4 Peterborough Keys Academies Trust (PKAT) schools are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.
- 1.5 Ravensthorpe Primary School’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

2. Aims and Objectives

- 2.1 Our Aims are to:
- (i) increase access to the curriculum for pupils with a disability.
 - (ii) improve and maintain access to the physical environment and take advantage of education associated services.
 - (iii) improve the delivery of written information to pupils.
- 2.2 The school’s objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:
- (a) SEND Information Report

- (b) Trust SEND Policy
- (c) Local Offer
- (d) Safeguarding Policy
- (e) Health & Safety Policy
- (f) Staff related policies

2.3 This plan will also be used to advise and inform future planning documents and policies.

3. Physical Environment

3.1 The school has:

- A physical environment that is accessible for all uses and has good wheelchair access both indoors and outdoors.
- Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
- Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- The building is all on one level.
- There are 3 accessible toilets located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails.
- Accessible toilets have handrails, an emergency pull cord and easy use taps.
- There is 1 mobile hoist and a changing table.
- Classrooms have fire exits which can be used for all pupils.
- Sound systems are used in classrooms where this has been recommended by the Sensory Support Team for children with a hearing impairment.

4. Curriculum

4.1 With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.

4.2 The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.

4.3 Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

5. Information

- 5.1 Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

6. Current Activities

- 6.1 Across the Trust, schools have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.
- 6.2 Students moving from a PKAT primary school to Jack Hunt Secondary School work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.
- 6.3 This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.
- 6.4 The Trust SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.
- 6.5 School use outside agencies, including Health Professionals and Educational Psychology Services.
- 6.6 The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.
- 6.7 Schools have systems in place to ensure that we meet the needs of all disabled children and young people including Provision Mapping and team around the cohort meetings which identifies children and interventions.
- 6.8 School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- 6.9 School has an ELSA who can provide emotional literacy support to children individually and small groups.
- 6.10 School has access to a Forest School base within the school grounds and a Community Garden where interventions including to support children's social emotional and mental health can be delivered by the Forest School Lead and TA.

6.11 In consultation with behaviour panel when necessary, school may access alternative provision from a list of registered agreed providers in order to enable children to receive specialist targeted support.

6.12 The school also works closely with specialist services including:

- (a) STePS (Specialist Teachers and Educational Psychology Services)
- (b) ASD Specialist & Advisory Teacher
- (c) Educational Psychology Service
- (d) Sensory support for children with visual or hearing needs
- (e) Parent Partnership Service
- (f) SALT (Speech and Language Therapy)
- (g) LAC (Looked After Children)
- (h) Family Intervention Worker to support families
- (i) Mental Health and Well Being Support Team
- (j) Alternative Approaches

7. Health Provision delivered in school:

- (a) Additional Speech and Language Therapy input to provide a higher level of service to the school
- (b) School Nurse
- (c) Occupational Therapy
- (d) Physiotherapy
- (e) Community Paediatrician
- (f) CAMHs (Child and Adult Mental Health)

7.2 The school's Academy Committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

7.3

- (i) Physical disability including moving and handling.
- (ii) Visual impairment.
- (iii) Specific medical conditions including asthma, anaphylaxis, epilepsy eczema, diabetes.
- (iv) Specific learning difficulties including dyslexia.
- (v) Autism.

- (vi) Speech, language and communication needs (SALT)
- (vii) Mental Health and Well being

7.4 Please see the Local Offer and School SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

8. Review and Implementation

8.1 The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people education within the Trust.

9. Version History

9.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Policy created	Ruth DEEGAN	September 2023

10. Appendix 1: Plan

10.1 This plan is designed to improve accessibility using three areas of focus:

- (i) Quality of Education (access to the curriculum)
- (ii) Improving access to the physical environment
- (iii) Improving the availability of accessible information for disabled students.

It should be read in conjunction with the School SEND Information Report, Trust Equality Policy and the Trust SEND Policy.

STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM)

Objective	Actions	Lead	Timescale / cost
Ensure language-rich environment for increasing number of non / pre-verbal students.	Staff training on continuous talking. EYFS baselines to lead to referrals to SENCO for APDR pathway where appropriate. Daily story-time for all students. Alternative ways of communicating, for example PECs and Communication in Print tried and evaluated with students.	SENCO with support from Director of SEND.	On-going, TBC / within curriculum area capitation.
Improve SEND systems and processes at all levels of the school.	Provision map tool. Trust SEND policy. School template for SEND Information Report. Embed Trust codes and ensure MIS are updated and census returns are accurate. Monitoring of APDR. Collaborative Trust work on a single graduated approach to ensure high-quality transition between PKAT schools.	SENCO with support from Director of SEND.	December 2023, time cost.
Staff training on effective use of TA / extra adults.	Strategic deployment of support staff/intervention staff. Trust SEND coding used to create a training plan for each academic year.	SENCO with support from Director of SEND.	September 2024 Time cost Training costs TBC
Ensure a robust induction and training programme for new staff at any career stage.	All staff trained in ADHD and ASC- actions in place where needed. Risk management plans shared with new staff. APDR training for new staff. SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local Hubs. Online resources for CPD shared with staff.	SENCO with support from Headteacher.	January 2024.
Use and embed Trust lessons-learned protocol for students who are physical with staff.	Staff training/information sharing of Trust lessons and protocols.	Leadership teams.	September 2023 and on-going.
Review staffing and curriculum offer to ensure students with complex	Adaptations to the curriculum to meet the needs of individual learners.	SENCO with support from Headteacher.	September 2023 and on-going.

needs access high-quality, appropriate learning opportunities.	Risk assessments for trips and AP will be undertaken where appropriate. Providers will comply with all legal requirements. Epipen and medical needs training. Intimate care policy completed by JHS Hub and shared across the Trust. Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.		
Work with Director of SEND to identify appropriate/ alternative curriculum opportunities for students with complex needs.	Review intent, implementation, impact of small-group provisions. Link to APDR. Identify the additional offer needed and advise the Director of SEND. Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills. Programme Use of access arrangements for assessment/National tests.	SENCO with support from Director of SEND.	September 2024

STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT			
Objective	Actions	Lead	Timescale / cost
Ensure unstructured time is accessible or appropriate for all students.	On-going review of lunchtime clubs. Organisation of benching for socialising at breaktimes. Playground buddy programme / friendship benches, etc.	SENCo with support from Pastoral Lead	On-going
Establish a school disability focus group to provide regular feedback on how the setting can continually adapt for increasing needs.	Meeting with group x3 a year. SENDCO to report back on actions to SLT within one week of the meeting so student voice can be actioned / responded to.	SENCo and Pastoral Lead and Asst Head	December 2023
Two Health and Safety walkarounds completed with link academy	Actions to be recorded and costed. Accessibility plan updated in response. Ensure that pathways are kept clear of vegetation	Trust Estate Manager School Business Manager Site staff	October 2023 March 2024

committee member annually.			
Site works	2023: toilet upgrade, new EYFS continuous play area completed, new signage / branding / increase the access to low-stimulus teaching spaces. Installation of grab rail in EYFS toilet 2024: Installation of ceiling hoist in disabled toilet. Installation of grab rail in KS1 toilet	Trust Estate Manager School Business Manager Site staff SENCo supported by TOPD and OT	£100k Completed October 2023 Sep 2024
Classrooms, corridors and displays organised to ensure minimal visual distress.	Regular walk-throughs and spot-checks of communal areas. Staff allocated time to tidy / clear on training days.	SENCo with support of phase leaders	½ termly ongoing
Maintenance of lifts, hoists, etc	Maintain wheelchair accessible toilets with clinical waste bins. 6 monthly mobile hoist and sling checks. Annual mobile hoist service.	Site Staff	September 2023 ongoing
Ensure all disabled pupils can be safely evacuated.	Personal Emergency Evacuation plans in place for disabled pupils	SENCo	September 2023 reviewed as needed/ annually
Access to disabled parking spaces at the front of school	Ensure access to disabled parking bays by providing parents/carers with key as needed.	Office/Site Staff	September 2023

STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS			
Objective	Actions	Lead	Timescale / cost
HI inclusion	Ensure hearing loops are installed. Train staff in supporting students with HI needs. Daily maintenance and use of radio aids when required. Alarm linked to fire alarms	SENCo with support from HI Team	September 2023 ongoing
Effective use of resources & specialised equipment	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys.	SENCo with support from Director of SEND, Physical disabilities Hub	December 2023/ongoing

	<p>Mantra Lingua resources for pupils with EAL.</p> <p>Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed from the LA Specialist Teacher offer.</p>		
VI inclusion	<p>Maintenance of steps, poles, doors. Trip hazards identified and addressed.</p> <p>Use of magnifier where appropriate.</p> <p>Ensure large, clear font used in documentation.</p>	<p>Site staff/maintenance team</p> <p>SENCo</p>	Ongoing
Availability of written material in alternative formats	<p>Newsletter emailed to parent/carers</p> <p>Improve availability of information for parents – display appropriate leaflets for parents to collect.</p> <p>Key content published on school website.</p> <p>Provide translated documents where appropriate.</p> <p>Hub action plans to include reference to developing social opportunities for parents and carers of SEND students across the Trust.</p>	<p>Office staff supported by SENCo</p>	Ongoing