

The Rydal Academy Accessibility Plan

Accepted by: The Rydal Academy LGB October 2015

Approving Body : Local Governing Body

Committee : LGB

Review Cycle: 3 years

Last reviewed: October 2015

Date for next review: November 2018

Introduction

The Rydal Academy strives to ensure that the culture and ethos of the school is such that, whatever the abilities and needs of members of the school community, everyone is valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is someone with a physical or mental impairment. The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Equality Act 2010

The Rydal Academy recognises that under the Equality Act 2010 it has a responsibility to plan for:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The school must also make reasonable adjustments to so that members of the community and visitors are not treated less equally due to any disability.

The extent to which disabled pupils can participate in schools' curriculum

The curriculum of each school is carefully designed to meet the needs of all learners and all pupils access a broad and varied curriculum. There will be no pupils unable to access learning within the school.

Improving the physical environment

Reasonable adjustments will be made to the physical environment to improve the accessibility of the school. Where pupils join the school with specific needs the adjustments required will be considered on a case by case basis.

Longer term projects and plans for the improvement of the building will take into account the potential to include improvements to accessibility with the design stage of any changes, including those required as part of building regulations.

Improving the delivery of information to pupils with disabilities

Any pupil requiring additional support are clearly identified on entry. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some pupils are allocated additional support on a day to day basis.

Accessibility Plan

The school has an Accessibility Plan detailing the measures that will be taken to comply with the Equality Act 2010 and ensure that pupils with a disability are not disadvantaged and the school is accessible to the community.

Curriculum Accessibility

Area for Development	Strategy	Timescale	Cost
Classroom furniture not accessible for wheelchair users.	Provide alternative furniture if required.	When required.	Up to £500
Specialist PE provision for individual pupils	Advice to be taken from medical professionals and Occupational Therapist. Discussion with individual pupils.	Dependant of needs of individual pupils	
Provision of educational visits	Educational visits that are part of the curriculum to consider the accessibility needs of the school class involved as part of the planning and risk assessment process.	Part of educational visit planning.	
Resources suitable for hearing impaired	Would address any resource issues for individual pupils and staff	When required	Up to £500
Resources suitable for visually impaired	Would address any resource issues for individual pupils and staff	When required	Up to £500
Aids required for pupils to access curriculum	Professional advice to be taken regarding individual pupils and any equipment provided	Based on medical / professional advice	Up to £500

Premises Accessibility

Area for Development	Strategy	Timescale	Cost
No access to small part of Junior building due to stairs.	Use alternative rooms instead.		
Long distances to access hall used for lunches from some parts of the building.	Provide staff support for children with mobility issues. Ensure that equipment and chairs are suitable for distance to be travelled.		Annual staffing costs depending on pupil needs and numbers.
Safe emergency evacuation for disabled	Individual Personal Emergency Evacuation Plans (PEEP) for disabled pupils and staff	Reviewed annually and as required	

Provision of seating at assembly points for children with mobility issues

Seating provided already and to be included in any outdoor learning reviews that will change the playground layout.

Provision of Information

Area for Development

Strategy

Timescale

Cost

Consultation with individual parents

Parents of disabled pupils to be consulted with regular parents meetings to ensure that reasonable adjustments meet the needs of individual pupils

Before pupil starts school and planned programme with SENCO

Provision of information for visually impaired including signage.

To be addressed on individual basis

As and when required

Provision of information for hearing impaired

Installation of induction loops.

As and when required

Provision of information and training for staff

Staff working with disabled pupils to receive awareness training and training in any medical needs of the pupils

When pupils start and renewal based on professional advice