



## **The Rydal Academy Accessibility Plan**

**Accepted by:** Board of Directors March 2019

**Leadership Team Leader Reviewer:** Trust Business Manager

**Review Cycle:** Annual

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## **1. Statement of intent**

This plan should be read in conjunction with the School Improvement Plan and outlines the proposals of the governing board of The Rydal Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

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.

## 2. Planning duty 1: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short Term	Access to upstairs (Year 6 intervention & DSL) for any pupils with mobility issues	Provision of access to Year 6 intervention & DSL	Pastoral Lead	As required	Staff will utilise group rooms at the bottom of the stairs for any pupils with mobility issues.	Termly
	Long distances to access hall used for lunches and PE from some parts of the building.	Provision of seating at assembly points for children with mobility issues	School Admin Manager	As required	Pupils with disabilities including mobility issues, are safely able to move around the setting without increased risk of fatigue	Termly
	Furniture appropriate to allow staff and pupils access where there is a physical need (Disability, pregnancy, short term impairment)	Implementation of advice from professionals	Headteacher / SENCO	As required	Pupils and staff with a physical need are able to access activities and the environment at an appropriate level.	Termly or as required
Medium Term	Fire doors and some external doors are difficult to open for students with physical disabilities.	Review of internal doors to be undertaken	Trust Business Manager / Site Team	Autumn	School buildings and classes are as accessible as possible and adapted provisions made where required	Termly or as required

	Access to Multi Use Games Area (MUGA) for wheelchair users is through the staff car park.	Access ramp fitted	Trust Business Manager / School Admin. Manager	Summer	MUGA and field accessible through access ramp within grounds	Annually
Long Term	Provision of disabled parking for staff which is closer to the school.	Review current provision in staff car park	Trust Business Manager	Summer	Disable parking is in a safe area as close to the main entrance as possible.	Annually
	Moving and handling training for Transport Staff and Support staff	New staff are trained and current staff access refresher training	School Administration Manager	Spring	All Transport staff and appropriate Support staff have completed moving and handling training.	Annually

### 3. Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Staff members will be aware of expectations for SEND support	Training for all teaching and learning staff relating to inclusion. EHCP and SEND statements shared and reviewed with all relevant parties.	SENCO/Shadow SENCO	Autumn	Teachers and TAs will recognise implications for teaching and learning strategies, resources and staffing	As required
	Remote education is accessible for pupils with SEND, visual impairment or hearing impairment, restricted access to IT.	Teachers to take into account EHCP or SEN Support plans when facilitating home learning. Any pupils unable to access learning at home to be invited into school.	Teahers	As required	All pupils who require remote learning are able to fully access appropriate activities	Annually as part of remote education policy
Medium term	Access to learning environment of pupils with a visual impairment	Implementation of advice from professionals	Trust Business Manager/ SENCO	As required	The curriculum is fully accessible to pupils with visual impairments	As required
	Access to learning environment of pupils with a hearing impairment.	Implementation of advice from professionals	Trust Business Manager/ SENCO	As required	The curriculum is fully accessible to pupils with hearing impairments	As required

Long term	Pupils with SEND can access lessons	Provide adjustments to pupils with SEND Professional advice to be taken regarding individual pupils and any equipment provided as necessary	ICT Manager/ SENCO	Autumn	Pupils with SEND can access lessons	Annually
	School trips are accessible for all pupils with SEND	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.	Educational Visits Coordinator Visit Lead / SENCO	Spring	Planning of school trips takes into account pupils with SEND	Annually

#### 4. Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Medium term</b>	Written information is not accessible to pupils, parent/carers, staff with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ School Administration Manager / Outside professionals (e.g. LINs)	Summer	Written information is fully accessible to pupils, parents/carers, staff with visual impairments	Annually
<b>Long term</b>	School website is not accessible to children with SEND	Audit of website	Website facilitator/ SENCO	Autumn	Website is fully accessible	Annually

#### 5. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.