

NE08- Accessibility plan

Argyll House School

Approved by: Cameron Phillips (Headteacher) **Date:** 05/11/2020

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by:

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

The Ryes College is committed to ensuring that, wherever possible, young people with SEN and disabilities have the same opportunities as those young people without, in terms of their access to education.

The Ryes College promotes an ethos which values and includes all pupils, staff, parents/carers and visitors to the school, to improve the provision where there is scope for improvement, and to respond to unforeseen needs as they arise by adapting and amending the Disability Access Plan. Accordingly, this will also be reviewed on an annual basis.

The plan will be made available online on the school website, and paper copies are available upon request.

The Ryes College recognises the need for ongoing awareness-raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter. This Disability Access Plan should be read in conjunction with the following policies, strategies and documents:

- Equal Opportunities Policy
- SEND Policy
- Teaching & Learning Policy
- Health & Safety Policy
- Behaviour Policy
- Curriculum Policy

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any Norfolk Local Authority to develop and implement the plan. At the Ryes College we seek to adopt the approach which includes: removing barriers to learning; improving access through technologies and by making reasonable adjustments; adopting inclusive teaching strategies and improving classroom organization and practice; and promoting dyslexia friendly and communication friendly approaches to learning. The Ryes College supports pupils who have:

- *Physical disabilities*
- *Complex learning difficulties*
- *Autistic spectrum disorders*
- *Speech, language and communication needs*
- *Support for emotional, social and behavioural difficulties*

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.



We have included a range of stakeholders in the development of this accessibility plan, including include as appropriate: pupils, parents, staff and governors of the school. Ways in which we achieve this can include annual reviews for EHCP, LAC reviews and also students and parent wellbeing questionnaires.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>The Ryes College offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed by</p>	<p>To ensure all pupils are fully included in all lessons with appropriately planned activities designed to present the right level of support and challenge for them to make a full contribution and achieve success.</p> <p>To ensure progress is tracked effectively across all subject areas.</p> <p>Effectively review student progress in all curriculum areas</p>	<p>Identification of barriers to learning at all levels; school, subject and class.</p> <p>Use of a range of teaching approaches, learning resources and learning activities.</p>	<p>All staff with oversight from the Headteacher</p>	<p>Ongoing.</p>	<p>Lessons are planned to ensure that there are no barriers to every pupil achieving.</p> <p>High quality teaching and learning for all pupils.</p>

	Headteacher/SENDCo to ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Door width • Disabled toilets and changing facilities • Book shelves at student height. • Evacuation access plan with emergency and secondary routes. • Student/Staff PEEP's are individualized. 	<p>Environment allows easy and safe access for students as they freely move around the site.</p> <p>Facilities, resources and equipment is available to ensure equality of access for all pupils.</p>	<p>To ensure that all outside paths are laid with a levelled asphalt surface.</p> <p>Disabled parking bays to be mapped out in school carpark</p> <p>Personal Evacuation Plans are regularly reviewed.</p>	Head Teacher, Operations Manager.	Ongoing	The site is free of obstructions and dangers.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal and external signage 	To implement improved provision for staff and pupils with hearing impairments – including a system for Induction loops	All new and amended information is added to the education and purple files and relayed to staff via meetings or training.	Head Teacher/ Instructor//TAS	Ongoing	<p>Files are regularly updated and staff are briefed on changes to young people's diagnoses.</p> <p>Signage is clearer, more concise and accessible</p>

	<ul style="list-style-type: none"> • Large print resources • Overlays • Pictorial or symbolic representations 	To install clearer signs in around the buildings (consider using symbols where appropriate).	Ensure all students information delivery is suitable and tailored to the needs of the students.			<p>for visually impaired people.</p> <p>People with hearing impairments have greater awareness</p>
To make use of a variety of resources, including ICT, that provide access to and supports learning for all	<p>Students have regular IT opportunities as part of the timetable.</p> <p>Students can access ICT to do research tasks.</p> <p>Staff use ICT for planning activities.</p>	<p>Use and effectiveness of resources to be regularly monitored and evaluated.</p> <p>Planning for future resource needs.</p> <p>Advice and support from external professionals and support agencies</p>	<p>Increase opportunities for students to access ICT all of the classrooms</p> <p>Introduce bespoke learning platform for individuals (Summer 2020)</p> <p>Implement an IT lead /teacher (September)</p>	Headteacher oversight.	Ongoing	<p>Advice from external professionals and support agencies acted upon.</p> <p>Recommended resources in place.</p> <p>Students are actively engaged with their learning programmes.</p>
Improve the accessibility of school website	School website to be accessible and comply with current statutory requirements	Ensure that website welcomes disabled pupils and parents, and those with SEND	<p>To set up the website -with functional tabs that visitors find easy to follow.</p> <p>Website shows relevant information that visitors can access including SEN related information.</p>	CEO/ Headteacher	Ongoing	Parents/carers feel confident in the information that they have ab

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equal Opportunities Policy
- SEND Policy
- Teaching and Learning Policy
- Risk assessment policy
- Behaviour Policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All classrooms are on ground floor level and can be accessed without needing ramps.	N/A	N/A	N/A
Corridor access	There is only one corridor leading to toilets – all class have straight forward access for all students regardless of disability.		Headteacher	Ongoing
Parking bays	There are no clear parking bays marked out for disabled parking	To mark out disabled parking bays.	Headteacher/ Site management	September 2020
Entrances	Entrances are wide enough for wheelchair access and are at floor level.	N/A	N/A	N/A



Ramps	School has ordered a removable ramp. Due to arrive July 2020	New outdoor flooring for outside building for ease of access	Headteacher	Summer 2020
Toilets	Toilets marked out internally are accessible. No ramp required unless coming indoors from outside	Ensure all students who need ramp access are given this opportunity.	Headteacher	Ongoing when need arises.
Reception area	Access to reception is through front entrance. Sign present outside saying "report to reception." Entrance is raised. New outdoor flooring to be arranged with access to reception.	Visitors information board including: Evacuation procedures Safeguarding leaflet Visitor sign in procedures Order entrance sign "Welcome to Ryes College Entrance - Reception"	Headteacher	September 2020
Emergency escape routes	All Classes/offices and other room to show emergency evacuation rooms	Ensure that emergency exit routes have free access to exits and are not blocked.	Headteacher	Summer 2020
External signage	Lack of fire exit signs/keep door clear. Fire routes are missing outside building.	Ensure that each classroom door has fire exit sign/keep door clear label. Prepare external laminated "Fire Exit Evacuation Sheet and place on appropriate walls"	Headteacher/Site Management Team	Summer 2020 September 2020

	Classrooms need labelling owing to confusion	Classrooms to have room names on each door.		
Improve Access for staff/students with hearing disability	Improve systems for students/staff who are hard of hearing.	Survey staff members with hearing loss to gain their perspective on how to improve school. Add to action plan – actions following survey.	Headteacher	Autumn 2020