



Accessibility Plan – 2023 to 2026

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Ratified by: Board of Trustees

Signed:

Chair of Trustees

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1. Vision Statement:

Under the Equality Act 2010 schools should have an 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, 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.

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 every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ryhope Infant School Academy the Plan will be monitored by the Head Teacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Ryhope Infant School Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Ryhope Infant School Academy Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Ryhope Infant School Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Ryhope Infant School Academy 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 practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school

clubs, cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Ryhope Infant School Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- Single Equality Plan
- School Prospectus
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Continue to raise standards.
- To continue to promote access, opportunity and inclusion using best practice standards.
- To continue to promote partnership working with parents/carers, schools and other agencies to support greater accessibility.
- To provide clear information on facilities available within the school and local community for parents of children with SEN and disabilities so that they can plan their child's educational career in the same way that parents of children without SEN and disabilities are able to do.
- To ensure accessibility for employees, visitors and all pupils.
- To promote the requirements of the Disability Equality Duty.

As a school we will be addressing the following outcomes:

- Accessibility planning will continue to be focussed and structured.
- Level of staff expertise will continue to rise.
- Monitoring and evaluating the quality of information and materials for pupils, parents, staff and visitors.
- Continued improvement of the quality of the school environment.
- Continuing to widen curriculum access.
- Increasing the number of pupils attending mainstream provision.
- Continuing to raise levels of attainment and progress.
- Ensuring accessibility for all users of school facilities.
- Increasing the awareness, knowledge and understanding of staff in relation to the growing number of different medical conditions and syndromes that are being identified.
- Ensuring curriculum and provision is appropriate by using personalised teaching strategies based on termly assessments including PIVATS assessment as appropriate.
- The use of personalised Provision Mapping and tracking to ensure all needs are met.

3. Monitoring and Evaluation

The accessibility plan will be evaluated annually and monitored through scrutiny of the following:

- Individual Support Plans of those children on the Code of Practice, including those with EHCPs.
- School monitoring and evaluation procedures established in respect of capital management and curriculum provision.
- Training audit.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of audits of current provision and corresponding action plans which highlight how the school intends to address the priorities identified.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. All areas are therefore on the ground floor. The hall is accessible to all. On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Audit of Current Curriculum Access Provision

Curriculum access for Physical Difficulties – inc. Staff Training

- Appropriately differentiated curriculum.
- Supportive ethos and value system within the school
- Additional ICT equipment for personal use in the classroom e.g. laptop.
- Extra support, on a 1 to 1 basis provided when necessary.
- Appropriate equipment to ensure full curriculum access.
- Pupils supported in PE to ensure access to that curriculum area.
- Regular contact/ liaison with school nurse and all other relevant agencies.
- All staff have a full medical register of concerns.
- Medical concerns updated annually or when needed by parents.
- Pupil care plans written and regularly reviewed, supported by appropriate agencies.
- School cook fully aware of all necessary information relating to pupils with food allergies etc.
- Time is made available for the teacher to talk to specialist support staff as required
- Link Governor aware of all concerns relating to Physical Difficulties in school.
- First Aid at work Training completed by at least 2 experienced teaching assistant.
- Paediatric First Aid Training completed by all teaching assistants.
- One member of staff completed NVQ level 2 Managing Medication Training, two members of staff completed NVQ level 1 Managing Medication Training
- Training appropriate, for the needs of the children currently in school, up to date.

Curriculum access for pupils on the Autistic Spectrum – inc. Staff Training

- Differentiated curriculum in place particularly in relation to social skills, social behaviour and social use of language linked to appropriate national curriculum and literacy/numeracy
- Identification systems in place for referral to support services
- School policies address issues for inclusion
- There is access to a nurture group if required and quiet/withdrawal areas
- There is a visually supported teaching curriculum supported by access to ICT support where appropriate eg visual timetable etc.
- All staff follow appropriately planned management strategies for the individual pupil in the setting
- Time is made available for the teacher to talk to specialist support staff as required
- Playtime is seen as a learning opportunity and is part of the structured programme
- All staff have a commitment to flexible, adaptive teaching for all pupils as part of the day to day management of the curriculum and school management ensure that this is particularly so in relation to pupils with ASD
- School is willing to provide opportunities for staff from other schools to observe good practice in the school and for the staff to observe good practice elsewhere.
- All school staff are aware of and support a range of ASD pupils
- Very close links with the Autism Outreach Team and advice sought on a regular basis.
- Teaching and non-teaching staff have now attended training provided by the local authority on ASD awareness.
- Trained members of staff disseminate information to all staff in the school.
- Close links with AOT who have delivered training linked to pupils' support plans.

Curriculum access for pupils with Communication and Language Difficulties –

Inc. Staff Training

- Very close liaison with our speech therapists from the SALT department.
- All advice given is followed and reviewed.
- Differentiated curriculum using a range of strategies.
- Systems in place for referral to SALT and Language and Learning Support Services.
- School policies address issues of inclusion.
- Access to individual, small group withdrawal and teaching areas as appropriate.
- Access to appropriate aids.
- Visually supported teaching curriculum available to support individual pupil needs.
- Staff released to liaise with specialist support staff as necessary.
- Playtimes recognised as learning opportunities.
- Safe play and withdrawal areas available.
- All staff are committed to adaptive and flexible teaching for pupils with communication difficulties.
- Access to a range of strategies.
- Curriculum access for pupils with Sensory Difficulties – inc. Staff Training.
- Appropriate differentiation in place as and when needed.
- Classroom management allows for appropriate seating positions.
- Access to individual/group withdrawal when necessary.
- Liaison with Visual Impaired and Hearing Impaired Services.
- Non-contact time available for teacher to talk to specialist staff when necessary.

- Advice followed and reviewed.

Curriculum access for pupils with Learning Difficulties – inc. Staff Training

- Systems in place to identify pupils experiencing learning difficulties.
- Staff supported by the SENDCo with Support plans for all registered pupils.
- Personalised teaching plans, based on the child's individual assessments, in place.
- Personalised teaching strategies in place.
- Ranges of teaching styles are used to accommodate learning styles.
- Range of materials available to support the curriculum and learning.
- Access to individual or small group work for part of the day.
- Teaching staff supported by Teaching Assistants.
- Appropriate differentiation monitored by SENDCo.
- PIVATS supports target setting where appropriate.
- Tracking the progress of SEND pupils in place.
- Homework links with parents in place.
- Time is made available for the teacher to talk to specialist support staff as required.
- Staff have received in-school training relating to tracking progress of all children including SEND
- All staff take part in ongoing training from SENDCo on all matters relating to SEND e.g. Understanding the ranges, planning for the SEND child, Differentiation, Understanding and teaching the SEND child, how the SEND child learns.

Curriculum access for pupils with Emotional and Behavioural Difficulties –

inc Staff Training

- Systems in place to identify pupils with behavioural and emotional problems at an early stage
- Levels of identification – supported by the SENDCo, as well as external support from Child and Adolescent Mental Health Service [CAMHS] understood and put in place.
- Positive parental support given and received.
- Time is made available for the teacher to talk to the school's specialist support staff as required.
- Range of behaviour management strategies in place with reward/motivation systems in place to build self-esteem etc.
- Individual Behaviour Plans used to ensure appropriate provision.
- PIVATS support target setting as appropriate.
- Regular contact with supporting agencies e.g. CAMHS, Paediatricians, Ed Psych

Audit of Current Physical Access Provision

Physical access for pupils with Physical Difficulties

- Wheelchair access to the main entrance and the pupil entrance of the school.
- Access to all essential areas.
- Disabled toilet facilities with changing facilities.
- Disabled toilet facilities for adults
- Flexible arrangements of furniture to allow wheelchair access

Physical Access for pupils on the Autistic Spectrum

- Quiet area (Wellbeing room) in place for children to receive teaching on an individual or small group basis.
- Quiet work spaces in classrooms provided for children who need a space with low level distraction.
- Secure playground.
- Visual timetables for all children to view.

Physical Access for pupils with Communication and Language Difficulties.

- Current provision will allow access for this group of pupils.
- Provision for children with language and communication difficulties is an integral part of the school.
- There is a whole school ethos that fully support and is committed to meeting the needs of pupils with language and communication difficulties.
- Appropriate apparatus available to support this group of children e.g. ICT progs.
- Visual support provided e.g. timetables.

Physical access for pupils with Sensory Difficulties

- Quiet area (Wellbeing room) available for assessment and staff discussion.
- Nurture room available for children who need time to regulate in a quieter space with fewer children.
- Classroom management allows for appropriate seating position.
- Resources in the Nurture Room allow for large movement breaks to support pupils to regulate.

Physical access for pupils with Learning Difficulties

- Facilities available for access to individualised or small group teaching.
- Small quiet area (Wellbeing room) available for withdrawal for teaching on an individual or small group basis.

Physical access for pupils with Emotional and Behavioural Difficulties

- Quiet area for withdrawal and management of vulnerable pupils.
- Wellbeing lead who supports across school and accesses all training available for this role.
- Whole staff awareness.
- Time provided for staff to talk to specialist staff where necessary.

Audit of Current Delivery of Written Information Provision

Written information for pupils with Physical Difficulties

- Written information at eye level for all pupils with physical difficulties.
- Appropriate differentiation of all written work.

Written information for pupils on the Autistic Spectrum

- Appropriate differentiation of all written work.
- Use of visual timetables.
- Use of communication boards and PECS to support non-verbal communication.
- Use of social stories.
- Use of structured home-school contact book.
- Regular parent/school consultation (minimum of once a term but usually more often).
- Circulation of all information eg leaflets to parents.

Written Information for pupils with Language and Communication Difficulties

- Appropriate differentiation of all written work.
- A visual approach to learning includes flash cards, photographs, signs and symbols.
- Home/school diary available.

Written Information for pupils with Sensory Difficulties

- Appropriate differentiation of all written work.
- Provided in pictorial, symbol and basic signing when necessary/ where appropriate.

Written Information for pupils with Learning Difficulties

- Appropriate differentiated work, coloured overlays, appropriate ICT etc. available.
- School consults with parents as to child's preferred means of communication.

5. 2023-2026 Accessibility Action Plan

Aim 1 - To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake.	To identify pupils who may need additional to or different from provision when attending our school.	Annually by July	Miss E Lumsden Mrs A Scott	Procedures/equipment/ ideas set in place by Sept.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SENDCo All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT DHT All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs.	To ensure collaboration between all key personnel	Ongoing	HT SENDCo Class Teachers TAs Outside agencies – School Nurse	Clear collaborative working approach
To ensure full access to the curriculum for all children	Employment of specialist support staff; CPD for staff and: • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment Use of the engagement model for those accessing a non-subject specific curriculum.	Ongoing	Family Liaison Officer HT Teachers HLTA TAs SENCO Ed Psych AOT	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum
To closely review attainment of all SEN pupils.	SENCO/Class teacher	Termly	Class Teacher SENCO	Progress made towards Support Plan targets

	meetings/Pupil progress Scrutiny of assessment system Termly reviews held with parents.			Provision mapping shows clear steps and progress made
To promote the involvement of disabled students in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • software for the visually impaired • keyboards to aid disabled users • training for relevant staff enable disabled pupils to participate successfully in lessons • creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole School Approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
To evaluate and review short and long term targets	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Ongoing	SLT, Core curriculum co-ordinators Governors	All children making at least good progress
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the	Ongoing	SLT	Enabling needs to be met where possible.

	site and premises, such as improved access, lighting and accessible facilities and fittings.			
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of Support Plan process	With immediate effect, to be constantly reviewed	Teaching & Support staff	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SENDCo Managing medication trained staff	All medical needs will be met
To improve community links	School to continue to have strong links with partner schools and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities across the wider community of the school and children's needs Improved community cohesion
Continue to develop outdoor facilities.	Look for funding opportunities	ongoing	Whole school approach	Inclusive child-friendly outdoor areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school	Ongoing	Site manager SLT	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
To review children's records ensuring school's awareness of any disabilities	Information collected about new children from home visits/contact sheets. Accurate records passed to new teacher. Transition meetings. Annual reviews for all SEN children.	Ongoing	Class teachers Outside agencies SLT Office staff	All records will be up to date, shared with parents and any outside agencies.
In school record system to be reviewed and improved where necessary- including Sims/ and on SEN (confidential) part of network.	Record keeping system to be reviewed.	Continual review and improvement	SLT SENCo	Effective communication of information about disabilities throughout school.