Riccall Community Primary School
Coppergate, Riccall, York YO19 6PF
Tel: 01757 248234 Fax: 01757 248575
Head Teacher: Mr Jamie Llewellyn
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www.riccallprimary.co.uk

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Accessibility policy and plan: November 2023

This Accessibility Policy and Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

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

- Health & Safety Policy
- Special Educational Needs and Disability Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

The Accessibility Plan aims to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the

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school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Good Practice in School

Prior to pupil's starting school, we begin early communication with parents to ensure that we have all of the relevant information to ensure adaptations are made accordingly if necessary. Any adaptations are documented, and we ask parents to ensure they inform the school of any changes in need or circumstances.

Physical Environment

The physical environment, including provision, is adapted where appropriate to ensure that every child is able to access the resources they need within school. Disabled pupils are able to access all 'whole school' areas e.g. lunch hall, assemblies, swimming pool etc. All children are able to access the outdoor space for play times, and access after school clubs.

Curriculum

Our curriculum is made accessible to all children and we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum may present particular challenges for individuals, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We work closely with external agencies to ensure the school provides reasonable and adequate adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

A number of our pupils use 'Communicate in Print', makaton, and colourful semantics as an aid for communication. Where appropriate, these forms of communication are made available to enhance communication for any individual who requires this. .

Access Audit

Areas to the school (including F1, F2, the hall, and the pool) are ramped for easy access. The entrance to the main office has a wide automatic door that is suitable to all visitors, children and staff. Where some classrooms may present as a challenge, the access within the communal areas of school are suitable to and accessible to wheelchair users. Classrooms will be adapted accordingly when appropriate. Visitors are able to access the school grounds parking and suitable arrangements for visitors with disabilities are made when appropriate. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

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• We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
• The Governors and Senior Leadership Team work closely with the Local Authority.
• We work closely with parents to consider their children's needs.
• The SENCo works closely with the Local Authority to help manage admissions.
• We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head Teacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

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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".

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Target	Tasks and actions to be taken	Person/s responsible	Date for actions	Review
Developing the Nurture Nest in order to provide a safe space for children who require additional support.	SENCo and MH Lead to work together to resource the Nurture Nest Develop a usage policy to present to staff and Governors Ensure visual resources (working walls) are appropriate and accessible to drive learning forwards when the space is in use.	SENCo Mental Health Lead All School Staff	December 2023	
Develop the knowledge of the staff across school so that they are able to support children appropriately within their learning across the curriculum.	SENCo and MH Lead to allocate a staff training session on the calendar. SENCo and MH Lead to deliver training linked to SEND and MH Handbook. Ensure subjects leaders develop their understanding of what SEND looks like in their curriculum area.	SENCo Mental Health Lead	By the end of the Spring Term	

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	Ensure all staff are aware of individual targets (where appropriate) and the steps that must be taken to achieve these.			
Ensure SEND Support Plans are appropriate and clearly outline reasonable adjustments for children with additional needs.	SENCo to use SEND Pupil Progress Meetings to discuss targets. Subject leaders must be aware of children's targets linked to their specific subjects. Subject Leaders to begin checking SMART targets alongside SENCo Allocated plan dates to be adhered to Class teachers will share SEND Support Plans with relevant subject leaders and SENCo on completion.	SENCo Subject Leaders Class Teachers Headteacher	Secure by July 2024	