



Ringwood School

Ringwood School Accessibility Plan

POLICY DETAILS

Policy Name	Ringwood School Accessibility Plan
Policy Category	
Policy Number & Version	
Replacing/Updating	January 2017
Author	Miss Carla Bastow-Hart
Statutory, regulatory and/or Contractual considerations	This policy complies with the statutory requirement laid out in the Equality Act 2010 for schools
Authorised By	Governing Body - Audit, Risk and Finance
Authorisation Date	21 st January 2021
Implementation Date	
Next Review Date	January 2024
To Be Reviewed By	SENCo

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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 pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils, staff, parents and carers with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils, staff, parents and carers with a disability

At Ringwood School, the fundamental principle of our accessibility plan is that of inclusion.

Ringwood School values all members of our community and believe everyone is entitled to equal opportunities. Ringwood School aims to be fully inclusive by treating all its staff, parents and carers fairly and with respect, and by challenging misunderstandings and negative attitudes towards disability. We are committed to removing barriers to enable students with a disability wide access to the curriculum; to improving the physical environment to enable full access to our facilities and services; and improve the availability of accessible information to staff, parents and carers with a disability.

This plan correlates with Ringwood School's Admission Policy. Before offering a place to any prospective pupil, the School must feel reasonably sure that it will be able to educate and facilitate the development of the prospective student to the best of his/her potential and in line with the standards achieved by their peers and without detriment to the efficient education of others.

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

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with a disability faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Ringwood School values the relationship it has with parent and carers. Parents and carers of children with disabilities or additional needs are expected to notify Ringwood School of their needs at the point of registration. If these are not known at the time, Ringwood School should be notified as soon as they are identified. They will be asked to provide further and more specific details of the disability or additional needs of their child. This is likely to be in the form of professional reports e.g., Educational Psychologist's report, professional reports from other agencies or an Educational, Health and Care Plan. Early notification is of great value, as it will enable Ringwood School to work with parents, the child's current school, and/or other agencies to establish whether any reasonable adjustments need to be made at Ringwood School to meet the needs of the prospective pupil. It may be that Ringwood School asks for additional assessments if they are unable to determine this on the information received. If after consultation, Ringwood School decides that it cannot discharge its legal and moral responsibilities to educate the prospective student and / or its legal duties to the parent(s), Ringwood School will be unable to offer a place.

We recognise that during a pupil may become disabled or additional needs may be first identified or become more prominent during their education at Ringwood School. We value the continued communication between parents and staff to ensure that we have all knowledge necessary to make reasonable adjustments that enable the pupil's full access to the curriculum and school environment.

This policy complies with our funding agreement and articles of association.

3. ACTION PLAN

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

AIM	ACTIONS	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	MONITORING
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Deliver a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Specialist equipment is used e.g. Roger Pens, Braille Note to ensure that pupils with a disability can access the curriculum 	<p>Pupils with a disability access a wide curriculum, which is both ambitious and meets their needs.</p> <p>Pupils with a disability make progress in line with national expectations.</p>	SENCo, Heads of Department, teaching staff, Leadership Team	On going	<p>Learning walks</p> <p>Subject reviews</p> <p>TA observations</p> <p>Pupil voice</p> <p>Risk Assessments</p>

AIM	ACTIONS	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	MONITORING
	<ul style="list-style-type: none"> • Staff training from the SEN department and outside specialist teachers to ensure staff are knowledgeable about the needs of the pupil and strategies they can employ to support them • Effective deployment of Teaching Assistants, Higher Level Teaching Assistants to specialise in disabilities i.e. Hearing Impairments, Visual Impairments • Out-of-school activities are compliant with legislation and are planned to enable participation from all pupils e.g. DofE • Timetabling that ensures pupils with physical disabilities are able to access all lessons 				
Improve and maintain access to	The environment is adapted to the needs of pupils, staff and parents as required. This includes:	Pupils, staff, parents and carers with a disability can fully access	Operations Manager Leadership	Ongoing	Governors Property Committee meet regularly to raise any concerns and find

AIM	ACTIONS	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	MONITORING
the physical environment	<ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Accesible parking bays • Accesible toilets and changing facilities • Library shelves at wheelchair-accessible height • Desks in science labs at wheelchair accessible height • Well-lit buildings and light sensors • Avoidance of trip hazards • Highly visible static objects • Hard surfaces in outside areas • Automatic doors on each block 	the school environment without safety risk.	Team and SENCo		<p>solutions and to review the accessibility plan regularly.</p> <p>Site staff review and maintain the school environment.</p> <p>SENCo communicates any needs of new pupils joining the School.</p> <p>Staff inform any substantial needs or disabilities that have developed to member of the Leadership Team / Operations Manager so that a risk assessment can be undertaken and reasonable adjustments can be made to the school environment.</p>

AIM	ACTIONS	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	MONITORING
	<ul style="list-style-type: none"> • Any major site changes reported to the SEN department so those pupils with a visual impairment can relearn their route • Computer screens • Speech software • Specialist seating • Timetabling that ensures staff with physical disabilities are in easily accessible classrooms 				<p>Parents and carers inform School of any substantial needs or disabilities they have so reasonable adjustments can be made to the school environment.</p>
<p>Improve the delivery of information to pupils staff, parents and carers with a disability</p>	<p>Ringwood School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Roger Pens • Reading Pens 	<p>Pupils, staff, parents and carers are able to access all information.</p>	<p>SENCo, SEN department, teaching staff, site team, leadership team</p>	<p>Ongoing</p>	<p>Learning walks</p> <p>Regular pupil voice e.g. weekly check-ins with our pupils with hearing impairments</p> <p>TA feedback</p> <p>Teacher feedback</p>

AIM	ACTIONS	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	MONITORING
	<ul style="list-style-type: none"> • Coloured overlays • Pictorial or symbolic representations • Subtitles • Electronic communication Computer screen overlays				Parent feedback Site audits

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 Full Governing Body.

5. LINKS WITH OTHER POLICIES

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

- Risk assessment 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
- Admissions policy