



Accessibility Plan

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Aims of the Accessibility Plan

This plan outlines how Ralph Butterfield Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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.

This plan aims to:

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

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

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Duties:

1. **Ensuring an accessible curriculum:** the school strives to ensure that disabled pupils can participate in every aspect of its curriculum, equally, alongside their peers. This includes teaching and learning, enrichment activities, extra-curricular activities, leisure and cultural activities and school visits.
 - The school's commitment to an accessible curriculum is demonstrated through careful, bespoke planning and support that meets the individual needs of all pupils. SEND profiles also support this work.
 - A range of intervention programmes and strategies are effectively utilised to support children with emotional and physical needs including: Calm or tactile boxes (sensory needs), provision of yellow paper books, larger printed worksheets, coloured overlays, phonics interventions, Time to talk, Lego club (motor and social skills), Socially speaking groups, use of Teaching Assistants to help pupils access support, workstations, visual cue cards, knowledge organisers, revision key-rings, visual timetables, etc.
 - Consultation with parents/carers and children is carried out through the review of individual plans during Parent/carers' Evening appointments and other regular reviews.
 - School clubs are available to all pupils.
 - School trips are discussed with pupils and parents on an individual basis where there are accessibility issues.
 - Access to special events is facilitated e.g. pantalon for children on the SEND register.

- Teachers and Teaching Assistants receive regular training and updates on inclusive classrooms; effectiveness of strategy use in the classroom is monitored with feedback and additional support leading to improvement where needed.
 - Use of technology improves access to the curriculum for pupils as appropriate with: IPad linked to SMART Board for visually impaired (VI) pupil, access to word processing and other alternative forms of recording for pupils with co-ordination difficulties.
 - Curriculum and resources include representation of people with disabilities
2. ***Improving access to the physical environment of the school:*** the school strives to improve physical accessibility throughout the premises, to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. Previous improvements have included:
- the installation of a new entrance to give flat access to all
 - the installation of two accessible toilets
 - the installation of first aid room facilities
 - the creation of an accessible parking bay for visitors to the school
 - the installation of an improved sound system in the hall
 - ramps installed to the back field, UKS2 entrance and Kids Club entrances
3. ***Improving the availability of accessible information to disabled pupils:*** the school aims to make written information normally provided to its pupils available to every pupil in an appropriate format. Advice will be sought as needed from appropriate support services.

Action Plan Templates

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term						
Medium term						
Long term						

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term						
Medium term						
Long term						

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term						
Medium term						
Long term						