



Raysfield Primary

Know myself. Respond to my world.

Connect with my community.

ACCESSIBILITY PLAN

Accessibility Plan

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1. 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.

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 will be reviewed every three years and approved by the Governing Body.

At Raysfield Primary the Plan forms part of the Buildings section of the School Development Plan and will be monitored by the Claire Hill, Headteacher and evaluated by the relevant Governors' committee.

At Raysfield Primary 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) Raysfield Primary Accessibility Plan has been developed and drawn up based upon information supplied by south Gloucestershire 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.
- 3) Raysfield Primary 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) Raysfield Primary 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, leisure and 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) Raysfield Primary 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:
- Asset Management Plan
 - Behaviour Policy
 - Curriculum guidance
 - Critical Incident Support Plan
 - Equal Opportunities Policy
 - Equalities objectives and information
 - Health & Safety Policy
 - School website
 - School Development Plan
 - 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 ongoing 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 school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved - Date

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability, including neuro diversity.
- Improve and maintain access to the physical environment

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in all extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment. Other issues affect the participation of disabled pupils, for example: potential bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is split over two sites and the whole site is situated on a hill which means there are several levels. The key stage 2 site is a two storey building with one meeting room on the ground floor accessed by the main entrance. Classroom access to key stage 2 classrooms involves an internal stairway. Access to these rooms can be obtained through the perimeter of the site. The Key stage 2 hall and our dining hall is accessed by internal stairs or external ramp. The Key stage one site is on a slight slope which involves a small set of internal stairs

and outside ramp access. The hall is on the ground floor and is accessible for all children and staff within Key Stage one. Year R can access the KS1 hall via steps or external ramp access. The staffroom is accessed via external stairs or through the red doors. The main entrance has disabled access doors and a disabled toilet is available on each site.

The car park includes one dedicated disabled parking bay. All main entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby which is fully accessible to wheelchair users.

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

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

Action Plan

1 Increase the extent to which any pupils with a protected characteristic can fully participate in the school curriculum

Short Term	Targets	Why?	Timescale	Responsibility	Success Criteria
	To liaise with Reception to review intake.	Identification of pupils who may need additional or different provision swiftly in order to meet their needs.	Autumn term	EYFS Lead Inclusion Lead	Procedures and equipment are in place as required.
	Improve the outdoor provision to include canopy for all day access to outside	Access to outside can support those children who have sensory needs and preferred environments for learning.	Autumn (September)	EYFS Lead SBM	Outdoor provision is available at all times.
	Improve awareness of protected characteristics	Through assemblies linked to 'Respond to our world' vision the children will explore: respect our right, respect each other, respect our planet. This will support the importance of equality and equity for all children and staff. This will also be a thread running through the curriculum. Leaders to take part in Representation matters which is a local authority project	Ongoing throughout the year	Senior Leadership team. Teachers.	Assemblies and lessons Increase pupil understanding of protected characteristic and Raysfield community of stakeholders see the value of a diversity.

Medium Term	Targets	Why?	Timescale	Responsibility	Success Criteria
	Improve the culture of the setting to provide nurture and the ability to respond to mental health needs.	To allow skilled staff to respond to the needs of the community and children.	Ongoing (nurture course to be completed by December 2022)	Inclusion Lead Lodge staff	Appropriate staff trained and children supported
	To ensure all children are able to attend school visits and experiences.	At Raysfield we are committed to all children accessing the enrichment and broad experiences such as Rock steady, sports coaches, school trips.	Ongoing	Inclusion Lead	All children whose parents are eligible for Pupil Premium grant or who are facing difficulties financially will be supported to ensure their children are not disadvantaged.
	To ensure there is fair and balanced representation in the materials used by staff to deliver the curriculum.	Pupils benefit from seeing themselves represented. The school will need to invest in some books to ensure the protective characteristics are represented.	ongoing	English Leads	Pupils recognise themselves in a positive way and are inspired by curriculum resources used by staff.
	To add sound clouds to the classrooms and shared spaces.	To accommodate and support a child attending in Reception 2022.	Summer 2022	SBM Inclusion Lead	Appropriate training for staff within the unit. Ensuring the physical

					environment works for those who are challenged by sound.
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Long Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To continually assess the plans through an 'Inclusive' review of practices to ensure all children's needs are met.	Governors alongside leaders evaluate the effectiveness of the school plans to ensure everyone is in receipt of the educational offer and no child is disadvantaged.	Ongoing	Headteacher and governors.	New plan developed with the future needs of pupils taken into consideration.

2 Improve the physical environment of the school to increase the extent to which pupils who are disadvantaged in anyway can take advantage of educational provision.

Short Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Provide ramp entrance for wheel chair access to EYFS classroom from play area.	To enable wheel chair access if necessary.	September	SBM	Accessible EYFS entrance.

Medium Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Develop the Lodge playground with robust equipment to support the sensory needs of the children attending the SEMH provision.	Evaluate the sensory needs of the children attending the Lodge setting (SEMH) in order to provide improved play space.	Ongoing Summer 2022	Headteacher Lodge team	The children accessing the lodge can use equipment to support them regulating their behaviours.
	Provide specific spaces for pupils to maintain their well-being and access to learning i.e. sensory breaks, smart moves	Establish a plan which will help us to provide a sustainable approach to ensure all children's needs are met, assessed and reviewed and ongoing support is provided through staff who have the appropriate skill set.	Summer 2022	Headteacher Inclusion Lead SBM	Sensory equipment provides support for pupils with SEND. Behaviour regulation enables increased access to learning. Specific environments are created.

	Improve the pond area to include a sensory garden.	To support those with sensory needs. To help with de-escalation for dysregulated behaviour.	Spring 2022	Environment lead	Pupils/ staff access the space to support with sensory and behavioural needs.
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Long Term	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To have an internal lift.	Enabling access to the different floors without having to use the external ramps	2024	SBM and Headteacher	Pupils and staff with physical disabilities would be able to navigate around the school's site.