



William Ransom Primary School

Accessibility Plan 2024-25

Adopted by Governing Body: Spring 2024

Next review: Spring 2025

William Ransom Vision - Our vision is that every child becomes a confident, self-motivated, resilient and independent learner with a life-long zest for learning

William Ransom Accessibility Plan 2024-25

This Accessibility 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 of progress of the Accessibility Plan over a prescribed period.

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) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. 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.

Objectives

William Ransom Primary School 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.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The William Ransom Primary School 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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.

The William Ransom Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour & Discipline Policy
- Curriculum Policies
- Health & Safety Policy
- School Plan for Evaluation and Development
- Special Educational Needs and Disabilities
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Accessibility Audit of the School, which remains the responsibility of the Governing Body. 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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Premises Committee.

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

Following the school expansion in September 2016 the school is accessible for both children and adults and is DDA compliant.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SENDCo**
- **Premises Manager**

William Ransom Accessibility Plan

An Access Audit was carried out by the Headteacher and Premises Manager in Spring 2024

This Accessibility Policy and Plan are 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.

1. 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.
2. William Ransom Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

Following the expansion of the school and major building works in 2016, from September 2016 the school is fully accessible for any people with access needs. There are lifts to all floors and all playgrounds are accessible and there are now two designated parking spaces for those visitors with disabilities.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	The school to continue to implement staff development regarding the work process of children with disabilities e.g. mental effort needed, time taken to complete activities.	Any relevant training to be attended by SENCo and /or new staff	Staff will accommodate expectations of disabled children in the light of their needs All staff & classrooms will have access to necessary materials to support the work process of children with disabilities.	On-going / when necessary	Whole staff training: Steps refresher training Spring 2023 Mental Health first Aid refresher Autumn 2022 Mental Health Lead (MHL) and Deputy attended MHL refresher training – Aut 2023 Various staff, particularly those in 1:1 roles, completing specific Autism training, including School Avoidance, Anxiety, Understanding Behaviours.
Short Term	The school will provide alternative ways for pupils to access the curriculum in the event of a short term	ICT equipment could be used for pupils who cannot write. Location of lessons	Staff will accommodate the needs of all pupils and they will be able to access all aspects of the curriculum	On-going / when necessary	This continues where appropriate, eg specialist desk bought when needed

	medical issue i.e. broken limb.	altered should access be a difficulty.			
Short Term	The school will ensure there are adequate resources for visually impaired children to be able to access the curriculum and all aspects of school life	IT equipment provided by Visually Impaired Team to allow children to be able to see what is on the board and what they are writing. TA allocated time each week to modify all resources and all reading books in line with recommendations from the Visual Impairment Team	Children take a normal part in all school activities. All staff accommodate children's needs to ensure they are involved in everything. Children will make expected progress and be happy in school.	All IT equipment in place and upgraded by VI team when necessary Other aspects are on-going and done when necessary	Teacher and Habilitation specialist from Visual Impairment (VI) Team were pleased with school's accessibility and systems
Short Term	The school will continue to provide easy access around the school site [internally and externally] to make the use of the school building accessible to all users.	Purchase / Creation of appropriate signing to be investigated by the school and put up as and when needed.	All users of school will be able to find their way around the school campus with ease.	On-going / when necessary	This continues to be the case.
Medium Term	The school will provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities e.g. some forms of PE	INSET/Advice sought from County and Sports partnership	If needed children will be given alternative PE activities. INSET will be provided if the school has a wheelchair bound pupil.	On-going / when necessary	This continues to be the case. 1:1 support provided for children who cannot access PE lessons without this.
Medium Term	Develop further the buddying and mentoring system for children with a range of disabilities	Careful selection of pupils to act as mentors for those pupils with learning disabilities Any pupils with food allergies or eating disorders to be paired with a carefully selected buddy	When appropriate, disabled children will be able to use the Buddying system to help in all aspects of school life.	On-going	This continues to be the case. Regular meetings with parents and teachers, and buddies assigned, if needed, for children with severe allergies.
Medium Term	The school will make available written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	As the need arises all parents will be able to access school information in different formats	On going	This continues to be the case.
Long	The school will ensure that school visits will be made	Extra funding will be sought to allow additional adult	As the need arises all children will be able to take	On-going	This continues to be the case.

Term	accessible to all pupils irrespective of attainment or impairment subject to funding available for extra staff.	support to accompany disabled pupils on school visits. This would be an essential element if such visits were to take place.	part in all school visits subject to adequate funding.		No child, to date, has been unable to take part in a trip due to inadequate staffing. Parents are invited to join, where appropriate.
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Reference should also be made to the Equality and Diversity Scheme.

This plan is constantly under review to accommodate any new starters with a disability.

Review Spring term 2024

Next Review Spring term 2025