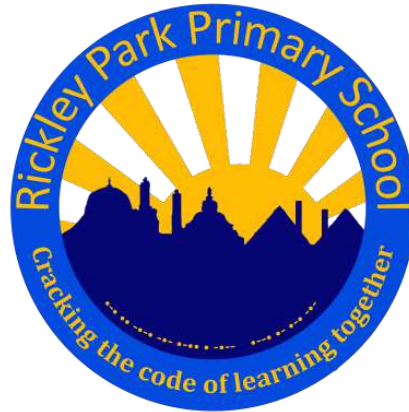


Rickley Park

Cracking the Code of Learning Together



Accessibility Plan 2024-2027

Date of Policy: January 2024

Date of Review: January 2027

Purpose of the Plan

The purpose of this plan is to show how Rickley Park Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Rickley Park 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.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

Legal Background

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities of school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Section 2: Aims and Objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

Improving access to the curriculum for pupils with a disability

Aim	Strategy	Outcome	Responsibility	Time Frame
Increase access to the curriculum for pupils with a disability	<p>Rickley Park offers a curriculum that is adapted for children of all abilities and uses a range of active learning, adaptations, resources, different learning environments and embraces different learning styles to ensure certain pupils are able to access the curriculum fully.</p> <p>Regular CPD on medical, and SEND needs for all staff. Work with IFTL to develop and constantly update the curriculum to meet the needs of all learners.</p> <p>Clear understanding of how medical and SEND needs can impact a child's ability to access the curriculum.</p>	High levels of progress seen amongst all vulnerable sub groups.	Class Teacher SENDCo SLT	Ongoing
Exploitation of technology to support learning for all groups of learners	<p>Support all staff to implement and effectively use technology within the classroom.</p> <p>Implementation of 1 to 1 devices for all pupils with specific programmes and apps to increase children's chances for personalised learning and increase progress.</p>	<p>Increased rates of progress for all learners.</p> <p>Increased staff confidence with these programmes</p>	SENDCo Class Teachers SLT Futures leads	Ongoing
To offer gross motor interventions for specific children to help them to access the PE curriculum	Staff will require training where necessary. PE Leads to attend training in order to create and establish a gross motor skills intervention group.	Established a Gross Motor group with assessment which identifies and shows progression.	SENDCo PE Leads	Ongoing
Widen the availability of physical activity within the curriculum	To enhance outdoor spaces to ensure access for all. Enhance the resourcing of physical development in EYFS. Continue our Active Learning Strategy within school.	Children who are more active, healthy and ready to learn	SENDCo Curriculum Leads SLT Class teachers Head of PE	Ongoing
Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.	<p>Commitment to CPD to promote health and wellbeing</p> <p>Review of the RSHE Curriculum framework and coverage in light of new legislation</p> <p>Implementing the IFTL Trust safety curriculum and launching Jigsaw</p> <p>Effective use of the Sports Premium funding to promote excellent pupil health Delivery of extra-curricular opportunities which promote mindfulness and wellbeing</p> <p>Continue to utilise local services such as the Milton Keynes Mental Health Team, CAMHS, children's centres, and signpost children and families to appropriate support and services.</p>	<p>An increase in visitors to support our safeguarding and pupil health and wellbeing curriculum</p> <p>Enhanced parental opportunity for engagement with safeguarding education.</p> <p>Pupils who can set goals, increase resilience and organise their school work Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential.</p>	SENDCo Mental health lead SLT DSL PE Leads	Ongoing

Continue to develop and enhance nurture provision	Continuation of the Inclusion team to identify and support specific needs of our children. CPD for staff to support pupil wellbeing	Children with SEMH needs are identified and supported appropriately	SENDCo Learning Mentors SLT	Reviewed in light of specific needs of children
Ensure that children accessing additional provisions within school are receiving a broad and balanced curriculum.	Implementation of Assessment for All to ensure that children who require a personalised curriculum are working towards their personal next steps.	Children make progress and this is measured accurately.	SLT SENDCo Class teachers Support staff in additional provisions	

Improving the delivery of written information to pupils

Aim	Strategy	Outcome	Responsibility	Time Frame
Availability of 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	The school will be able to provide written information in different formats when requested for individual purposes	Headteacher Office Staff	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested Voice notes, translator and other apps and technology used on 1 to 1 devices.	All school information is available on the Website. A link has been made available on the website so that information can be translated into another language (Feb 2019) Children can access information in different ways.	Headteacher Office Staff	Ongoing

Improving and maintaining access to the physical environment

As the school was built in 2010 it is DDA compliant: internal doors are set to a width to accommodate wheelchairs, the building has wheelchair access, there is a lift for access to the second floor, there are disabled toilets on both floors and there are also disabled parking spaces.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by	Cost
Number of storeys	School has areas leading to a first floor accessible via stairs or lift	Lift already in place. Annual maintenance checks to occur	Site Manager	Annual	

Corridor Access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Ongoing	
Doors	Doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Doors accessing playground via internal corridor are heavy and difficult to open.	Doors accessing playground from internal corridor to be converted to automatic doors	Site Manager Business Manager	Ongoing	
Emergency escape routes	Labelled well and clearly displayed throughout the school	Continue to ensure signs are maintained	Site Manager SLT	Ongoing	