



# Ribblesdale School

## School Accessibility Plan

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This plan operates alongside the SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

### Definition of Disability

*The Equality Act (2010) states that a person has a disability if:*

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

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

### Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the Ribblesdale School community for pupils and prospective pupils who have a disability.

### Principles

Compliance with the Equality Act is consistent with the culture of Ribblesdale School and its Equal Opportunities Policy. In the operation of Ribblesdale School's SEND policy, we affirm our responsibilities under DDA together with any amendments by SENDA. These can be summarised as:

1. Not to discriminate against disabled pupils in their admissions and exclusions or the provision of education and associated activities
2. Not to treat disabled pupils less favourably
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. To publish an Accessibility Plan

In performing their duties and formulating policies, Governors and Staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2014. Ribblesdale School fully recognises and values the unique parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. Ribblesdale School also recognises and respects the right to confidentiality for parents and children. The school provides all pupils with a broad and challenging curriculum, differentiated and adjusted in accordance with the needs of individual pupils and their own learning styles. The key principles are:

1. That teaching will set learning challenges that are suitable and demanding
2. That teaching will respond to the learning needs of those being taught
3. That barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, pupils and also parents where necessary.

### **Actions**

#### a) Education and Further Activities

Ribblesdale School is fortunate in having access to a number of SEN advisers, specialist teaching advisers and health professionals and will continue to seek their advice in supplementing their own specialist staff.

#### b) School Environment

In planning and implementing improvements, building developments or site improvements Ribblesdale School will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairment.

#### c) Information Services

In the design and production of literature and information packs Ribblesdale School will ensure that such publications can be produced in an alternative format when requested or required.

Points to bear in mind when implementing the School Accessibility Plan:

- In forming the plans for Open Evenings or other admissions related activities they should be held in accessible locations and with an opportunity for prospective disabled pupils or their parents to disclose in private the nature of the disability and to discuss their support requirements.
- A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should then contact the SENDCo. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it.
- Staff should be made aware of the resources within the school that are available to them should they feel that a pupil requires additional assistance.
- It is helpful to plan for teaching material to be prepared in electronic format so that it can be produced in alternative formats if required.
- The needs of disabled pupils should be considered in the planning of curriculum and consideration might be given to alternative forms of presentation and assessment.
- Staff development opportunities will be made available to ensure the teaching practice can meet the learning requirements of individual pupils.

## Ribblesdale School Accessibility Plan

### Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on providing the best quality of education for all pupils across the curriculum.	Continue to include opportunities in in-house and external CPD. Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Evidence of effective strategies in the classroom.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Increase in access to all school activities for all disabled pupils.
Evaluation of the most effective way to use new technologies to assist the learning of pupils with specific needs/disability.	To be incorporated in the use of educational technology.	New technologies enhance learning opportunities with LA specific groups.	Ongoing	Evidence of effective strategies in the classroom.

### Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats for pupils.	The school will make itself aware of the services available through the Ed-Tech platforms and the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to disabled pupils improved.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. Use of electronic delivery in different formats.	All school information available for all.	Ongoing and reviewed, aligned to marketing strategy.	Delivery of school information to parents and the local community improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange relevant training as required.	Awareness of target group raised.	Ongoing and needs - dependent.	School is more effective in meeting the needs of pupils.

## Improving the Physical Access at School

Item	Activity	Timescale
External surfaces.	Ensure paving slabs, kerbs, pathways, hard areas, etc. are level and smooth to avoid trip hazards.	On-going as part of maintenance strategy.

Approved by Governors:

Next Review Date: Spring 2027

Signed: Z Dewhurst