

RIPLEY ST THOMAS

CHURCH OF ENGLAND ACADEMY



Accessibility Plan

Originator G Gomersall
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Next Review Date May 2025

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An Education for Life

OUR VISION

We aim for all members of our Christian community to flourish spiritually, academically and personally so that they can live life in all its fullness.

'I have come in order that you might have life - life in all its fullness.'

(John 10:10)

Statement of intent

This plan outlines the proposals of the governing body of Ripley St Thomas CE Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

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

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision 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 the:

- Parents of pupils
- Employees
- Governors
- External partners

This policy should be read in conjunction with the Equalities Policy.

As a school we already work hard to improve inclusion of all pupils including those with disabilities as evidenced below:

Increasing the extent to which disabled pupils can participate in the school curriculum

- Weekly meeting between SENDCo and Teaching Assistants to ensure smooth information flow regarding all pupils with SEND including disabled pupils.
- Training in inclusion strategies through Teaching & Learning INSET/CPD
- Regular CPD sessions covering pupils with specific learning barriers e.g. Aspergers, Hearing Impaired and Autistic spectrum disorders.
- Staff and governors are aware of their responsibilities and requirements under the new legislation.
- SEND advice is given, via Synergy, on classroom layout for pupils with disability. For example, Hearing Impaired pupils should be near the front at the appropriate side of the room; staff should avoid speaking with back turned towards them when writing on the board.
- Advice and guidance for all pupils with SEND is located in Synergy. It offers clear, regularly updated guidance to staff on how to get the best from the students.

- Lessons are for all to achieve in. Work is adapted as necessary. A number of Teaching Assistants are employed within school to facilitate access.
- Access is enhanced and provided by effective deployment of Teaching Assistants and Learning Mentors.
- The appointment of two assistant SENDCos, who support the work of the SENDCo, has led to a huge strengthening of all the good practice in the department and massive improvements in policy and practice made by this appointment.

Improving the physical environment of the school

- We cater for disabilities in our transport arrangements including sports / PE coaches /school minibus bookings.
- We re-room classes to ensure disabled pupils have full access to their timetable wherever possible.
- We have improved lighting and are re-carpeting areas on a rolling programme.
- We support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early.
- We suggest alternative activities for disabled pupils who cannot engage in particular activities.
- We provide ICT facilities for SEND pupils, including disabled pupils, which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
- School visits take into account students with disabilities. Visits are planned for in advance; an assessment is undertaken of accessibility as necessary.
- We ensure staff have the necessary training to teach and support students with disabilities as necessary, and regularly assess training requirements for new staff or with regards to new need.
- We plan lessons responsive to pupil diversity. Projects and lessons that educate the whole community of disability, e.g. PSHE Days and employment of peer tutoring techniques are used.
- We annually review our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.
- We have improved access for Hearing Impaired by the installation of loop systems in the Chapel, Phythian Hall and the lodge reception.
- We will give due consideration for any new build / major upgrade to incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non-slip flooring).

Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:

- We provide information in large print for students who may have difficulty with standard forms of printed information.

- We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can **access the curriculum** on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome criteria	Review
Specialist advice and support	Provide specific resources and strategies for pupils with additional needs to support their access to the curriculum e.g. occupational therapy, hearing impairment services, visual impairment services, Child & Adult Mental Health services as necessary	SENDCo	On-going	School access specialist advice and support as appropriate to individual needs	May 2025
Literacy standards in SEND and EAL pupils	Implement Integrated Learning Packages across KS3 to boost literacy and reading standards for identified pupils.	Head of English SENDCo Literacy group	On-going	Pupils make good progress in reading and literacy and are able to engage with curriculum	May 2025
Medical conditions	Ensure care plans are in place.	Deputy Headteacher	On-going	Care plans in place	May 2025
Medical conditions	Ensure correct procedures for storage and administration of medicines are in place.	First Aider	On-going	Medicines securely stored	May 2025
Medical conditions	Ensure key staff are trained in first aid, epipen, asthma, epilepsy and other conditions as necessary	First Aider	On-going	Staff are knowledgeable to conduct duties	May 2025
Mobility issues	Procedure in place for pupils who experience temporary or chronic mobility issues	Progress Leader / Bridge Manager / Subject Leaders	On-going	Pupils with temporary (e.g. broken leg) or chronic mobility issues are still able to access the full curriculum offer May 2025	May 2025

Planning Duty 2

Governing bodies should undertake an audit of the extent in which pupils with disabilities **can access the physical environment** on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome	Review
Disabled parking spaces	When planning new car parking, consider creating designated Disabled Parking spaces	Director of Business & Finance	On-going	More parking spaces available.	May 2025
Ramp access	Consider the access to any new building – does it have wheelchair/ramp access	Director of Business & Finance	On-going	Better access for disabled pupils	May 2025
Mobility issues	Procedure in place for pupils who experience temporary or chronic mobility issues	Progress Leader / Bridge Manager / Subject Leaders	On-going	Pupils with temporary (e.g. broken leg) or chronic mobility issues are still able to access the full curriculum offer	May 2025
Mobility issues	Procedure in place for pupils who experience temporary or chronic mobility issues	Progress Leader / Bridge Manager / Subject Leaders	On-going	Pupils with temporary (e.g. broken leg) or chronic mobility issues are still able to access the full curriculum offer	May 2025

Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can **access information** on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

Issue	What	Who	When	Outcome criteria	Review
Attitudes to difference, equal opportunities and discrimination	Promote positive values through our PSHE programme to ensure positive attitude to equal opportunities.	Deputy Headteacher	On-going	Pupil voice feedback reflects impact of equal opportunities education.	May 2025
Signage for visually impaired	Increased signage and colour coding, including pictures where necessary	Facilities Manager	On-going	Pupils and staff clear regarding signage.	May 2025
Written information	Improve the delivery of written information, e.g. timetables, textbooks and information about the school and school events in various preferred formats within a reasonable timeframe	Admin Manager	On-going	People with disabilities get written information in preferred format.	May 2025
Fire Evacuation	Where fire systems are renewed, to consider installation of flashing lights to complement fire alarm.	Facilities Manager	On-going	Hearing impaired students can see the fire alarm	May 2025
Fire Evacuation	For pupils with mobility issues, consider how they are evacuated safely in the event of a fire and produce Personal Emergency Evacuation Plans (PEEPs) where appropriate	Facilities Manager	On-going	Pupils with identified mobility issues have Personal Emergency Evacuation Plans in place	May 2025