

**ACCESSIBILITY PLAN**  
**Ramsden Hall Academy**

<b>LAST REVIEW DATE</b>	June 25	<b>REVIEW PERIOD</b>	Annually
<b>NEXT REVIEW PERIOD</b>	June 26	<b>OWNER</b>	Antony Clements

## **Introduction**

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010.

## **Definition**

Disability is defined by the Equality Act 2010 (EA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

To avoid all forms of discrimination directly or indirectly in recruitment or employment.

## **Principles**

Compliance with the EA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the EA:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan (Appendix A)

The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum.
- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

## **Education & related activities**

The school will continue to seek and follow the advice of Parallel Learning Trust, LA services and outside agencies, such as specialist teacher advisers and SEN consultants, and of appropriate health professionals from the local NHS Trusts.

## **Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

## **Provision of information**

The school will make itself aware of Trust and local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Current Targets**

See Appendix A

## **Plan Availability**

The school makes its accessibility plan available in the following ways:

- A copy is held in the school offices alongside the H&S documentation
- A copy is posted on the school website
- A copy can be emailed or posted on request

The plan can also be available in a high contrast and large print size format upon request please contact the main office for further details.

## Appendix A

Target	Timescale	Success Criteria	Monitoring/Review
Ensure all staff are treated fairly and equally in line with the Equalities Act	In place	Employees feel satisfied they are not being discriminated against	Ongoing line management meetings and PM
Ensure SOW and resources match needs	Termly	Improved attainment & progress of all groups of pupils	Ongoing termly Boxall analysis and Social Independence scales
Ensure staff are trained in dealing with health related conditions, behaviour & cognitive issues	In place	Pupils feel safe and supported	Ongoing Student voice, SIA reports & Sleuth
Accessible car parking bays to be clearly signposted.	In Place	Disabled parking available for all stakeholders and visitors	Maintain
Accessible toilet with changing facilities.	In Place	Unisex accessible toilet available. Adapted washbasins are wheelchair height with space under for wheelchair to allow user to get close to washbasin	Maintain

Wheelchair access and exit to the building	In place for new areas of the school	Main entrance access for wheelchair users. Access to and from the playground for wheelchair users.	Develop the remainder of the site as finances allow
Emergency evacuation lights for the hard of hearing	In Place Except for animal care, DT and Gym	Fire alarms fitted with lights that flash in the event of a fire, to enable hard of Hearing to recognise the danger. Staff supervision arrangements to include As required recognising the needs of a hard of hearing person in the event of the fire alarm going off	In areas with no lights fitted staff are trained to alert the hard of hearing
Availability of written material in alternative formats.	In place	The school staff will make themselves 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 required for individual purposes. Verbal communication procedures. Delivery of information to disabled pupils improved.	Ongoing staff training in alternative delivery methods