



# The Ryleys

Girls & Boys Preparatory School

## 17b Accessibility Plan

Three year period covered: 1<sup>st</sup> September 2022 to 1<sup>st</sup> September 2025

Reviewed by: Mrs J. Langford

The Ryleys School is committed to providing an inclusive environment for all children. As part of this commitment it will always seek to identify and overcome problems that might well prevent children from accessing the curriculum the school has to offer; this to include extra-curricular activities, education visits and school trips. In achieving this objective the school appreciates that it is faced with constraints that do not always present themselves to schools: it is housed in a Victorian building, arranged over several floors as well as several more modern buildings across the site.

In drafting this policy, the school is aware of its legal obligations particularly the Disability Act of 2001 and Schedule 10 of the Equality Act 2010, "Accessibility for Disabled Pupils". The accessibility policy refers to physical accessibility and mobility round the school premises and curricular and extra-curricular activities.

The school has set up a Disability Policy review committee comprising Julia Langford the Headteacher, Mrs Kirkbright (Deputy Head), Miss Helen Salt (SENCO). The committee will review the policy; make recommendations to improve accessibility, to prepare the school's accessibility plan on a three year cycle.

The accessibility plan has three strands and covers the period September 2022 to September 2025.

- i. Increasing the extent to which disabled pupils, including those with special needs, can participate in the school's curriculum.
- ii. Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of the curriculum and extra-curricular programme.
- iii. Improving the provision to disabled pupils of information already in writing for pupils not disabled.

## Accessibility Plan – Part 1

### Improving Access for Disabled Pupils to the School Curriculum

	Targets	Strategies	Outcome	Goals to be achieved
Short Term	<p>Conduct internal school accessibility audit (to include dietary needs i.e. gluten/dairy allergies and a medical register)</p> <p>Raise awareness and ensure compliance with SEN and Disability Act 2001 and the Equality Act 2010</p>	<p>Collect information from pupil data base of any disabilities / learning difficulties pupils may have.</p> <p>Staff and Governors informed of results of the audit.</p>	<p>Priorities established for the accessibility plan and the provision of Learning Support.</p> <p>Information about priorities disseminated to staff</p>	<p>Awareness of key areas for intervention and named children prioritised on the SEN Register.</p> <p>Departments to adjust curriculum demands and activities to ensure that the curriculum is accessible to all pupils</p>
Medium Term	<p>To plan and implement improvements and adaptations to the curriculum and extra-curricular activities.</p> <p>Ensure access to computer technology appropriate for pupils with disabilities</p>	<p>Department planning to be made available to support staff and TAs to allow for preparation for specific lessons.</p> <p>The needs of dyslexic, dyspraxic and autistic children to be accommodated.</p> <p>ICT and interactive activities to be used to enhance learning experiences.</p>	<p>Improved access to the curriculum and extra-curricular activities.</p> <p>Increased staff awareness and confidence.</p> <p>Departments aware of the benefits of using technology and multi-sensory experiences to enhance lessons.</p>	<p>Fully inclusive lessons and improved access to all aspects of a subject.</p> <p>Increased participation in lessons and extracurricular activities.</p> <p>Improved access to technology across the curriculum.</p>
Long Term	<p>To review short and medium term targets in light of new opportunities that have been facilitated.</p>	<p>To review curriculum arrangements and target any matters arising at department and whole school level.</p>	<p>Targets fed through in preparation for next Accessibility plan.</p>	<p>Access to the curriculum updated and ongoing</p>

## Accessibility Plan – Part 2

### Improving Access to the Physical Environment of the School

	Targets	Strategies	Outcome	Goals
Short term	<p>Evaluate whether the layout and size of areas inc. sporting, play, social, toilets, classrooms, dining room, library, music and learning support rooms allow access for all pupils and visitors</p> <p>Evaluate the above for those who may have physical difficulties. Ensure that emergency and evacuation systems are set up to inform all pupils, staff and visitors with specific learning or physical disabilities.</p>	<p>Audit provision as follows:</p> <ul style="list-style-type: none"> <li>• site survey</li> <li>• consultation with staff</li> <li>• consultation with pupils concerned</li> </ul> <p>Evaluate current signage, instructions and information. Implement additional measures and procedures that provide for safe evacuation – inc staff and pupil awareness training.</p>	<p>Plan for ensuring that access is allowed and that strategies are recognised for meeting the needs of particular pupils and visitors on site.</p> <p>Adopt measures that improve safe evacuation of all persons.</p>	<p>Safe participation for all pupils, visitors and staff.</p> <p>Safe evacuation procedures in place.</p>
Medium term	<p>Provide guides and clear signs to assist people who use the buildings.</p>	<p>Analyse possible systems and processes – produce guides and information.</p>	<p>Ability to negotiate their way around all areas within the school complex.</p>	<p>Improved access for all.</p>
Long term	<p>Assess the suitability of furniture, equipment, acoustics etc for hearing and visually /physically impaired people.</p>	<p>Consult selected pupils.</p>	<p>Rationale for improving the ability of all to participate fully.</p>	<p>Fully inclusive acceptance within our school.</p>

### Accessibility Plan – Part 3

#### **Improving the Delivery of Written Information to Disabled Pupils**

	Targets	Strategies	Outcome	Goals to be achieved
Short term	<p>Review written information given to pupils.</p> <p>Review reading schemes available to dyslexic pupils.</p> <p>Establish if there are currently any issues that affect disabled pupils/ pupils with SpLD, accessing information.</p> <p>Establish requirements and preferences.</p>	<p>Interview/ question and collect information on current practise and pupil's experiences.</p> <p>Consult parents.</p> <p>Consult staff.</p> <p>Buy new reading books for targeted pupils.</p>	<p>Pupils, parents and staff feel that they have the best resources available to enhance their learning.</p> <p>Pupils have a voice and can express preferences about materials they use regularly.</p>	<p>School has a detailed picture of who needs alternative arrangements/ formats for written materials.</p> <p>Individual special needs are identified and catered for.</p>
Medium term	<p>Make available school documents and newsletters in alternative formats when requested to do so (when specific need has been established).</p> <p>Ensure that disabled pupils (inc SpLD) and teaching staff are aware of their right to request written information in alternative formats.</p>	<p>All staff to have access to lists of pupils with disabilities/ SEN and a note of adjustments that need to be made with regard to written information.</p>	<p>Department policies recognise and set out how written information will be made available to pupils concerned.</p> <p>Written information made available in alternative formats as required or preferred.</p>	<p>Written information to pupils with disabilities and parents is improved.</p>
Long term	<p>Disabled pupils and parents automatically targeted with written information in the required /preferred format.</p>	<p>Information updated yearly as part of a general review of pupil details.</p>	<p>Teacher Area to contain data highlighting the written requirements of pupils with individual needs</p>	<p>Written information is automatically available in required formats. Everyone has equal access to written information.</p>