





# RAMSDEN PRIMARY SCHOOL

## ACCESSIBILITY PLAN

Compiled by	Headteacher	August 2022
<b>Approved By</b>	Chair of Governors  August 2022	Headteacher  August 2022
<b>To be reviewed</b>		Autumn Term 2025

# Ramsden Primary School

## Accessibility Plan

Reviewed: September 2022

Next Review date: Autumn Term 2025

### Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

### Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

**Ramsden Primary School** has adopted this accessibility plan in line with the school's **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit/Accessibility Plan review which took place in September 2022.

Our **Special Educational Needs Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Special Educational Needs Policy** for an outline of our full provision to support pupils with SEND.

Our Accessibility Plan is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility

for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

**Ramsden Primary School**  
**Accessibility Plan**

<b>SHORT TERM TARGETS</b>	<b>STRATEGIES ENVIRONMENT</b>	<b>STRATEGIES ACCESS TO CURRICULUM</b>	<b>STRATEGIES INFORMATION</b>	<b>MONITORING AND REVIEW</b>	<b>OUTCOMES</b>
1. Ensure teaching and learning methods and environment support children with speech impairment.	Promotion of an ethos of acceptance, understanding, patience and support. Quiet classroom. Facing child to speak to them/child to be facing teacher. Clear enunciation.	Teaching Assistant support if appropriate. Teaching materials as advised by Speech Therapy Service.	Speech Therapy Service, Inclusion Support Teacher, parents. Assessment of need. Medical Register.	SENCO when appropriate.	Progress confirmed by teacher observations and formal assessment by outside agency.
2. Ensure teaching and learning methods and environment support children with hearing impairment. Sit the child at the front of the class.	Quiet classroom. Facing child to speak to them/child to be facing teacher. Clear enunciation.	Teaching Assistant support if appropriate. Teaching materials as advised by Auditory Support Service.	Liaison with School Nurse, Auditory Support Service, Inclusion Support Teacher, parents. Assessment of need. Medical Register.	SENCO when appropriate.	Progress confirmed by teacher observations and formal assessment by outside agency.
3. Ensure teaching and learning methods and environment support children with visual	Making sure glasses are worn. Child sits facing board and close to	Teaching Assistant support if appropriate. Advise as required from Sensory Support	Liaison with School Nurse, Inclusion Support Teacher, parents.	SENCO when appropriate.	Progress confirmed by teacher observations and formal assessment

impairment remedied by glasses.	board. Clear worksheets.	Service.	Assessment of need. Medical Register.		by outside agency.
4. Ensure teaching and learning methods and environment support children with impaired mobility (not wheelchair users)	Unobstructed pathways. Floor clear of hazards. Awareness of other children. Support in P.E.	Teaching Assistant support if appropriate.	Liaison with School Nurse, Inclusion Support Teacher, parents. Physiotherapist Education Psychologist  Assessment of need. Medical Register.	SENCO when appropriate.	Children are able to access all activities. Work with outside agencies when needed.
5. Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users	Unobstructed pathways. Floor clear of hazards. Awareness of other children. Support in P.E. Ramps Doorways	Teaching Assistant support if appropriate.	Liaison with School Nurse, Inclusion Support Teacher, parents. Physiotherapist Education Psychologist Assessment of need. Medical Register.	SENCO when appropriate.	Children are able to access all activities. Work with outside agencies when needed.
6. Ensure teaching and learning methods and environment support children with a general asthmatic condition.	Accessibility of medication.	Awareness of allowing for condition in P.E.	Liaison with parents. Medical Register.	SENCO when appropriate.	Children are able to access all activities.

7. Ensure teaching and learning methods and environment support children with specific allergies.	Awareness of staff when planning activities in Art, D & T and science.	Avoidance of any materials, foodstuffs, or other hazards which may cause allergic reaction.	Liaison with parents. Medical register. Training if appropriate.	SENCO when appropriate.	Children are able to access all activities. Activities adopted when needed
8. Ensure teaching and learning methods and environment support children with general learning difficulties.	Displays to support learning. Individual learning support materials.	Teaching Assistant support. Differentiated learning materials.	Liaison with Inclusion Support Teacher. Assessment results. Register of need. IEP	SENCO if appropriate at IEP review meetings.	Progress confirmed by teacher assessments and progress in achieving IEP targets.
9. Ensure teaching and learning methods and environment support children with specific learning difficulties.	Individual learning support materials.	Teaching Assistant support. Differentiated learning materials. Small steps approach.	Liaison with Inclusion Support Teacher. Assessment results. Register of need.	SENCO if appropriate at IEP review meetings.	Progress confirmed by teacher assessments and progress in achieving IEP targets.
10. Ensure teaching and learning methods and environment support children with general emotional and behavioural difficulties.	Seating arrangements and layout of classroom to minimise conflict. Consider availability of stress balls. Provision of safe time-out space – paired teachers.	Teaching Assistant support as appropriate. Support of Pastoral Children's Worker (If available). Support of mentor. Differentiated curriculum.	Liaison with BPBP Support Teacher. Liaison with parents. Register of need. A blue behaviour file is kept.	SENCO at IEP review meetings. Behaviour lead support	Progress confirmed by teacher assessments and progress in achieving IEP targets.
11. Ensure teaching and learning methods and environment support	As above.	As above. Behaviour	Knowledge of specific strategies. Liaison with BPBP	SENCO at IEP review meetings. Behaviour lead	Progress confirmed by teacher assessments and

children with specific behavioural difficulties.		management plan	Support Teacher. Liaison with C & FS if involved. Liaison with parents. Register of need. A blue behaviour file is created.	support.	progress in achieving IEP targets.
<b>MEDIUM TERM TARGETS</b>	<b>STRATEGIES ENVIRONMENT</b>	<b>STRATEGIES ACCESS TO CURRICULUM</b>	<b>STRATEGIES INFORMATION</b>	<b>MONITORING AND REVIEW</b>	<b>OUTCOMES</b>
To review and address training needs of staff as appropriate to known and anticipated needs of children.	Implementation of strategies as appropriate when training has provided knowledge and awareness.	Implementation of strategies as appropriate when training has provided knowledge and awareness.	Knowledge of appropriate support agencies and how to access them.	Head Teacher Annual review of training needs. Immediate response if necessary. Training report to governors.	All staff feel confident to enable full access to children as needs arise.

<b>LONG TERM TARGETS</b>	<b>STRATEGIES ENVIRONMENT</b>	<b>STRATEGIES ACCESS TO CURRICULUM</b>	<b>STRATEGIES INFORMATION</b>	<b>MONITORING AND REVIEW</b>	<b>OUTCOMES</b>
Address access needs of children with mobility impairment.	Survey and estimated cost of building requirements to meet this need.	Appropriate to assessed needs of child.	As advised by inclusion support services.	Governors as appropriate.	Facilities will be in place when needed.