



Ripponden J&I School
Accessibility Policy
January 2023 – to be reviewed January 2026

At Ripponden J&I School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Ripponden J&I School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We recognise and value parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Ripponden J&I School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Ripponden J&I School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act. The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body meetings.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

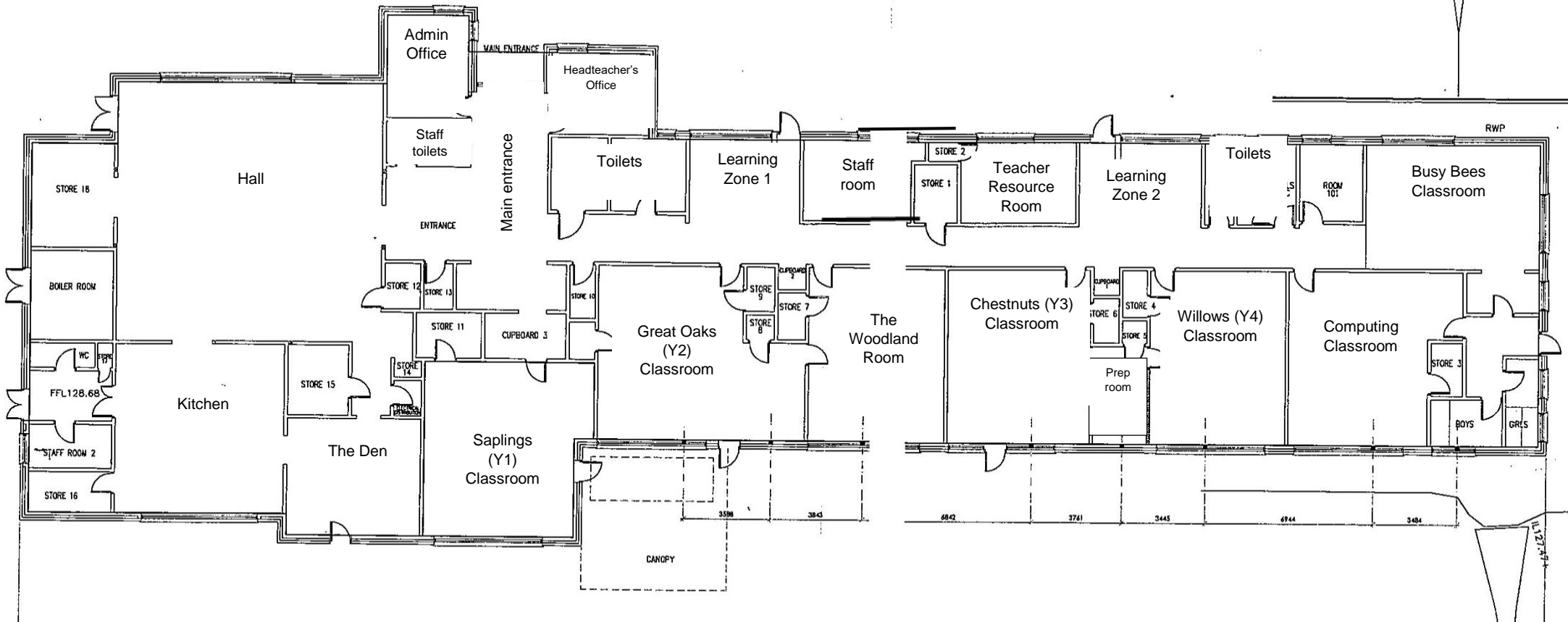
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **School Business Manager**
- **Caretaker**

Plan of the school:

Bungalow
Little Acorns (YR)
Classroom



Maples (Y5) Classroom	Redwoods (Y6) Classroom
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Physical environment

Issue	Action	Priority	Timescale	Approximate cost	Person(s) responsible	Monitoring
Wheelchair accessibility throughout school	Maintain clear ramps and walkways around school. Any wheelchair users to not use cabin facilities. Bungalow fully wheelchair accessible.	High	On going	None	Caretaker to maintain ramps and walkways	HT/GB
Maintain clear, accessible corridors	Make sure all coats/bags etc are stowed in the lockers and walk-ways are clear from clutter and debris	High	On going	None	All teachers	HT/GB
Disabled parking spaces	To look into disabled parking facilities	Medium	To look at areas within the carpark for disabled parking	None	HT/SBM. Caretaker	HT/GB
Markings on step edges	Caretaker to remark all steps with yellow anti-slip paint	High	Spring 2020 then on going to maintain	£100 anti-slip paint	Caretaker	HT/GB
Ground areas where the tarmac has sunk	Mark in yellow anti-slip paint – (temp measure) To look at replacing the area with blister paving or re tarmacking	High	Spring 2023 Quotes needed for a more permanent solution	£100 anti-slip paint	Caretaker	HT/GB
To accentuate door frames and handles	Caretaker to mark out door frames and handles in classrooms – starting with The Bungalow	High	December 2019 – ongoing through the school	£20 for long-lasting high vis yellow masking tape	Caretaker	HT/GB

Curriculum

Issue	Action	Priority	Timescale	Approximate cost	Person(s) responsible	Monitoring
Inclusive teaching	Differentiation in teaching - SLT to monitor quality of differentiation and provision for SEND pupils.	High	Ongoing	SLT release costs	SLT	HT/GB
Interventions	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Spring term 2020 then on going to maintain	High	Time to audit. Resourcing costs of identified areas to develop. Additional TA support time.	SENDCO	HT/GB
Classrooms are organised to promote the participation and independence of all pupils	SLT to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Maintenance of	High	Possible resource implications where gaps are identified	SLT	HT/GB
Staff training in supporting pupils with SEND – focus on key areas of need within the school: dyslexia, VI, dyspraxia, medical issues	SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing	High	CPD for SENDCO. External specialist costs	SENDCO	HT/GB

Written Information

Issue	Action	Priority	Timescale	Approximate cost	Person(s) responsible	Monitoring
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Medium	Ongoing	Not applicable	HT/DHT	FGB
Review documentation on website to check accessibility for parents with English as an Additional Language if this becomes an issue for Ripponden.	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Low – as and when this becomes an issue for Ripponden	Ongoing	Not applicable	HT/DHT	FGB

January 2023