

RIPLEY COURT SCHOOL
Accessibility Plan 2024-2027 (Rev 5)

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students and staff with a disability can take full advantage of their education and associated opportunities.

Ripley Court School strives to be a fully inclusive and welcoming school where every pupil can participate fully in the life of the School. We also welcome a diverse workforce and will make reasonable adjustments in order to achieve this.

Definition of disability

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 Aims

To increase and eventually ensure for both current and prospective pupils and staff, a disability, that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act 2010 is consistent with our setting's aims and equal opportunities policy.
- Our staff recognise their duty under the Equality Act:
 - 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
- In performing their duties, governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the pupils' and/or parents' knowledge of the disability
 - recognises the effect their disability has on their ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing access for disabled pupils to the school curriculum

- Specialist furniture
- Specialist training for staff
- Devices required for pupils with SEN
- Staffing required to assist disabled child
- Assessing inclusivity to school events, such as outings and after school clubs

Improving access to the physical environment of the school

- Improve parking
- Ramps
- Lighting in car park
- Lighting in classrooms
- Automated door system
- Access to disabled toilets

- Consideration for any new builds
- Provide a fully integrated disabled access teaching facility across the whole of the site

Improving the delivery of written information to disabled pupils

- Printed documents
- Use of, and access to, IT resources

Financial Planning and control

The Acting Head, Senior Leadership Team and Governors will review the financial implications of the accessibility plan as part of the normal budget review process.

How the plan is constructed

The layout consists of several buildings, the main one being the ‘Manor House’ a grade two listed building in green belt without lifts. Extra classrooms and facilities have been added since.

The children in Years 5 and 6 do not have one fixed classroom for subjects. Pupils are required to go from classroom to classroom, The Holloway building, which has classrooms on an upper floor, has a lift. Other spaces, apart from the Sports Hall, can be accessed via a level or sloped access. Should the need arise, a ramp could be easily created. Any pupil with impaired mobility will not be at a disadvantage due to these issues. The School has a masterplan which includes improvements identified in the Accessibility Plan. Governors will recognise accessibility when considering alterations or redevelopment. Two children receive EHCP funding which is allocated according to the EHCP. The School will make reasonable adjustments when pupils with specified needs, which can be met by the School, join the school.

How the plan is reviewed and monitored

The School will review disability access within the Finance, Risk & Estates Committee, referring to a Governor and co-opting additional members whose expertise in any field would be of assistance. The committee is responsible for the following areas:

- Reviewing the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
- Making recommendations with a view to improving the accessibility of its education in its many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future.
- Reviewing and revising, as necessary, the School's Accessibility Plan;
- Reviewing such plans and policies as necessary and at least every 3 years.

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Action Plan

Increasing access for pupils to the curriculum					
Target	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Lifting joist for entry and exit into swimming pool	Review requirement regularly being aware of cost and timings, current and future pupils	The Bursar	Medium	2024-2027	Dependant on requirement of pupils and hirers
Specialist furniture	Staff to continue to review their classroom resources annually or as required, to meet the needs of the pupils.	All Teaching Staff	Short	2024-2027	Alterations to be considered as required. 2023 – 2 standing desks purchased for the use of staff with health needs.
Specialist training for staff	Teachers have experience of some disabilities but may require support/training about disabilities they are unfamiliar with if the need arises.	SENCO	Short	2024-2027	Teachers are confident about meeting the needs of the children they are currently teaching Occupational Therapist providing whole school training to staff Autumn '23. Departmental training as need arises (Adverse Childhood Experiences, ADHD Awareness, Dyslexia Awareness, Occupational Therapy) Selected staff have completed ELSA training.
	Teachers to continue to receive training from the Ed Psych regarding any changes to the SEND Code of Practice.	SENCO	Ongoing	Ongoing	The SENCO has informed teachers about changes to policy/procedures following information given at LA network days.
Devices required for pupils with SEN	Staff to seek to remove barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	SENCO	Medium	2024-2027	Dependant on requirement of pupils.

Commented [MJ1]: Is there any other training you're aware of/PM is angling for to assist teachers going forward?

Commented [MJ2]: Still the case?

Staffing required to assist disabled child	Ensure when planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, and where available, smaller group activities are planned in order to ensure their inclusion and raise attainment.	All Teaching Staff	Ongoing	Ongoing	Additional adults are deployed to meet the needs of children with disabilities. Individual Teaching Assistants' strengths and skills are taken into account when considering TA deployment within Little and Upper Court. Teachers decide how children are best supported to ensure inclusion and raise attainment.
Assessing inclusivity to school events, such as outings and after school clubs	Ensure school visits are subject to a regular review to provide increased levels of access or alternative experiences.	All Teaching Staff	Ongoing	Ongoing	Teachers plan a range of school visits each school year. The variety of places that the School visits ensures that a good balance of curriculum areas is covered every year. The School ensures that children with disabilities can access the same visit as their peers.
Provide auditory aids to help pupils access to what the teacher is saying	Review help for those who have hearing difficulty	SENCO	Medium	2024-2027	To develop a closed circuit auditory aid where and when needed.
Improve accessibility during the Admissions process	Invite those requiring support to contact the School in advance of attending Open Days and Taster Sessions.	Admissions	Ongoing	2024-2027	Registrar works with parents to understand any additional needs in advance of visit to ensure equal access.

Improving access to the physical environment of the school					
Target	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ramps	To review current access to all buildings. Look at possibility of installing ramps or providing portable ramps for wheelchair access.	The Bursar	Medium	2024-2027	With the exception of Newte, all buildings are now accessible via wheelchair. Further work to consider multiple access points for some buildings and access to Newte.
Lighting in carpark	To review light levels in all car parks and around school site, and prioritise in line with any forthcoming building projects.	The Bursar	Long	2024-2027	Solar panel lighting installed in staff car park Autumn 2023. Ongoing review of site.
Lighting in classrooms	To work towards producing a plan to provide LED lighting throughout the school in line with forthcoming building projects.	The Bursar	Medium	Ongoing	LED lighting now in place the majority of classrooms and offices; further refurbishment plans will incorporate LED.
Automated door system	To review automated access to all buildings in line with forthcoming building projects.	The Bursar	Long	Ongoing	
Access to disabled toilets	To review in line with forthcoming building projects	The Bursar	Long	Ongoing	Disabled toilets are currently situated in Orchard and Holloway buildings and the swimming pool. Further refurbishment plans will include additional facilities.
Provide a fully integrated disabled access teaching facility across the whole of the site.	Carry out a review of current facilities and produce a plan of the improvements required	The Bursar and Governing body	Long	2024-2027	

Commented [GR3]: Newte?

Improving the delivery of written information to disabled pupils					
Target	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Printed documents	Plan to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples include handouts, timetables, textbooks and information about school events.	All Staff in consultation with the SENCO	Ongoing	Ongoing	The information to take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame. Autumn'23 – Staff are promoting increased use of computer reader and talk to text to support pupils using laptops/iPads.
Use of and access to IT resources	Provision of laptops/iPads is considered to aid recording and / or communication.	All Staff in consultation with the SENCO	Ongoing	Ongoing	Autumn'23 - Several pupils have use of laptops/iPads to aid learning. Wireless printer purchased to meet needs of these learners in years 5 & 6. SENCO is now providing training in "Read & Write" software to pupils and their families.
Rev 0 – Reviewed by: Health & Safety Committee Rev 1 – Reviewed/updated by : Senior Leadership Team Rev 2 – Reviewed/updated by : Senior Leadership Team Rev 3 – Reviewed/updated by: Full Governing Body Rev 4 – Reviewed/updated by: Finance, Risks & Estates Committee Rev 5 – Reviewed/updated by: Finance, Risks & Estates Committee		Date : February 2021 Date : February 2022 Date : October 2022 Date : 7 December 2022 Date : 5 October 2023 Date : 3 October 2024			