

# Ramillies Hall School

## Accessibility Plan

September 2015 - 2018



### Introduction

This plan identifies how Ramillies Hall School meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This Policy will be reviewed every three years.

### Definitions of SEND-

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' (SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND code of Practice 2014)

### The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people November 2015 – Subject to ratification by governors.

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014) The Accessibility Plan should be read in conjunction with- The School Prospectus, The Special Educational Needs policy, The Local Offer and the Anti-Bullying Policy. All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

## **The Accessibility Plan**

Schools must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services and must publish accessibility plans'... 'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014) ' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary. The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

### **Current position January 2016**

#### **Buildings:**

The main school building is a large converted house, with the Principal's office and the Reception area occupying the ground floor. The Learning Support rooms, the Art room, the Library, a Maths classroom, the staff room and a staff toilet are positioned on the first floor of this building. The rooms can be accessed by a large staircase, located by the Principal's office and a back staircase leading to the dining room and courtyard.

The courtyard is used as an outside play area, in addition to a large flat space towards the end of the school driveway.

All toilets and changing room/showers are on the ground floor.

Handrails are fitted securely in all stairways.

The Dining Room, Assembly Hall, Junior classrooms and the Oak House classrooms are all positioned on the ground floor.

## Teaching and Learning:

There are three specialist, multi-sensory teachers and all teachers use strategies to help children with Dyslexia, Dyspraxia and high functioning ASC. The school has 8 class based and one-to-one TAs, who are also trained to work with children with SEN.

In September, the SENCo holds SEN clinics with class staff to go through provision for children on the SEN register.

Multi-Agency professionals are consulted before all Annual Review meetings and advice is sought for the best approach for each child.

Teaching Assistants implement programmes designed by specialists.

The school is generally well-equipped with a range of learning aids and specific equipment. Training in the use of Claro Read etc for pupils is refreshed periodically (latest January 2016).

The SENCo supports a range of vulnerable pupils and their families.

Training has taken place in SEND, dyslexia, ASC, dyspraxia, epilepsy and there are a high number of trained first aiders. Health and Safety training takes place annually.

## Communication and Interaction

Targets	Strategies	Outcome	Responsibility
Establish if there are currently any issues that affect disabled pupils/pupils with SpLD accessing information.	Consult parents, staff and pupils. Collect information on current practise and pupils' experiences.	Pupils/Parents feel they have a voice and can express preferences about materials they regularly use.	SEN team
Make school documents and newsletters available in different formats when requested to do so (when specific need has been established).	Inform parents that information can be made available in different formats. Staff given information regarding puoils who need information in different formats.	Department policies recognise and set out how written information will be made available in alternative formats as required.	SEN team
Ensure that disabled pupils (inc SpLD) and teaching staff are aware of their right to request written information in alternative formats (large print, coloured paper etc).	Make pupils aware that they can have information can be provided in different formats.	Teacher area to contain data highlighting the written requirements of pupils with individual needs	SEN team

## Social, Mental and Emotion

Targets	Strategies	Outcome	Responsibility
To develop the sensory garden	Calm uplifting space for children to develop and afterwards enjoy as a quiet withdrawal area.	A small garden area, filled with flowers and shrubs for the children to enjoy.	
To ensure offloading times are held on a regular basis.	Regular timetabled slots for children to discuss difficulties/areas of concern with a trusted mentor.	Continuing support from talking through difficulties.	Named staff members for pupils who have identified need.
To ensure that TAs are kept fully informed of programmes used to assist pupils.	Training and regular updates/programmes, provided by SALT, OT, Ed Psych, other professionals involved with the children.	TAs rolling out programmes of support.	TAs, Professionals, EG

## Cognition and Learning

Targets	Strategies	Outcome	Responsibility
To continue to provide methods and resources to help pupils with dyslexia.	Ensure that coloured acetates, tinted paper and a range of writing tools are available for use by pupils.  Provide scribes and software to encourage pupils to record ideas effectively.	Children have resources they need to make them effective learners.	SEN team
To reorganize the pupil target system.  To track and monitor pupil progress.	Revise the existing target system to ensure that pupils have relevant achievable targets that they and staff are able to use effectively to inform future planning. To ensure that pupil progress is closely monitored and progress is celebrated.	A streamlined system that pupils benefit from and all staff find accessible.	EG

To involve pupils in the target setting and monitoring of their own progress.	Making pupils aware of areas in which they can improve and giving them the stages in which they can implement changes.	Greater pupil awareness of targets Pupils deciding own targets for improvement.	All staff
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## Sensory and Physical

Targets	Strategies	Outcome	Responsibility
Ensure all staff are aware and informed of medical conditions and trained first aiders have up-to-date knowledge of these conditions.	Update staff training in conditions relevant to school e.g. asthma, epilepsy.	Enhanced awareness of medical conditions in school.	Trained first aiders
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	Audit provision as follows: a. site survey b. consultation with staff c. consultation with pupils concerned	Plan for ensuring that access is allowed and that strategies are recognized for meeting the needs of particular pupils and visitors on site.	Grounds Manager
Evaluate the above for those who have physical difficulties.	Evaluate current signage, instructions and information.	Adopt measures that improve safe evacuation of all persons.	
Ensure that emergency and evacuation systems are set up to inform all pupils, staff and visitors with specific learning or physical disabilities.	Implement additional measures and procedures that provide for safe evacuation – including staff and pupil awareness training		
Provide guides and clear signs to assist people who use the buildings	Analyse possible systems and processes – produce guides and information.	Ability to negotiate their way around all areas within the school complex.	Grounds Manager

Assess the suitability of furniture, equipment, acoustics etc for hearing and visually impaired pupils and visitors.	Consult selected pupils.	Rationale for improving the ability of all to participate fully.	Grounds Manager/ SEN team
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## Developments

In light of feedback from our Ofsted Inspection and Stockport LA Quality Assurance Inspection, it has been advised that the School's perimeters need to be made more secure with a mind to eventually be gated. The School proposes to do this in two phases:

### Phase One:

All external doors to the property will be fitted with a keypad locks. The School started this process in November 2016 with the fitting of an electric keypad lock on the Sport Hall door. In March 2017, keypad locks were fitted to all outdoor toilets. In April 2017, The Boys Changing Room outer doors will be changed to allow the fitting of a keypad lock. These changes will ensure that all outer perimeter doors will now be secure, especially those easily accessible by the main entrance to the school.

### Phase Two:

In line with budgetary planning, we are currently going through a process of tender to investigate the most suitable solution for installing a gate on the main entrance of the property.

## Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the SENCo. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher. Mrs Denise Anthony maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff.

Policy reviewed and updated by:  
Robert Poole and Charlotte Poole  
Estate Manager and Bursar – March 2017

Approved by  
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Head of Learning Support and Headteacher