

# Accessibility plan

Ortus Education West Raynham School



**WEST RAYNHAM SCHOOL**  
ORTUS EDUCATION LTD.

**Approved by:** Lyndsey Grimwade

**Date:** 06/05/24

**Last reviewed on:** 06/05/24

**Next review due by:** 31/08/25

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Tasks	Timescale	Related Policies	Finance	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO ICT</p> <p>Ensure access to computer technology appropriate for pupils with disabilities including auxiliary aids.</p>	<ul style="list-style-type: none"> <li>ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.</li> <li>School staff to update on available technology on a termly basis.</li> </ul>	As required - unless needs of pupils in school require immediate action.	<p>Equality policy</p> <p>Curriculum policy</p>	Up to £5000	Head Teacher	Proprietor/CoG	<p>Access to appropriate computer technology will be improved for all disabled pupils.</p> <p>Variety of computers required/apple technology.</p>
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<ul style="list-style-type: none"> <li>Incorporate protected characteristic awareness into all planning of lessons including extra support, 1-1 teaching, extended times and home-based learning.</li> <li>Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school &amp; anticipatory duties.</li> <li>Purchase of resources to increase pupil participation.</li> </ul>	Ongoing	<p>Equality policy</p> <p>Curriculum policy</p>	<p>Curriculum area plans.</p> <p>Included in school training budget</p>	All teaching staff.	Head Teacher	Improved access to curriculum for all pupils including those who are pregnant, pupils who have recently given birth, pupils under Gender reassignment and pupils with partial hearing.
<p>INVOLVEMENT IN THE SCHOOL</p>	<ul style="list-style-type: none"> <li>Promote pupil awareness of the rights of the child, especially Article 23: Children should have</li> </ul>	Ongoing	Curriculum policy	N/A.	<p>Head Teacher</p> <p>All staff</p>	Proprietor/CoG	Increased participation in school life for pupils with disabilities.

<p>Prioritise pupil participation in school activities.</p> <p>Ensure all pupils are aware of diverse groups, by educating pupils we can eliminate discrimination and other prohibited conduct</p>	<p>special care &amp; support if they need it.</p> <ul style="list-style-type: none"> <li>▪ Ensure pupil activities are accessible to all pupils including workshop, outdoor activities and PE.</li> </ul> <p>Introduce Stonewall Teaching and Learning Resources for Teaching of diversity and equality</p> <p>Update behaviour/anti bullying policy and make pupils aware of changes.</p>		<p>School risk assessments.</p> <p>Anti bullying policy</p> <p>Behaviour Support Policy</p>		<p>Care staff</p>		<p>Inclusion in all school related activities eg assisting with childcare for maternity based pupils.</p>
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access, Inclusion for all groups, appreciating for equality &amp; diversity and anti-bullying behaviour.</p>	<ul style="list-style-type: none"> <li>▪ to ensure all school policies run in line with the 2010 Equality Act and to consider all protected characteristics.</li> </ul> <p>To ensure all pupils are free from Direct, Indirect discrimination, Harassment and Victimisation.</p>	<p>Ongoing</p> <p>Governance audit each October</p>	<p>All Policies.</p>	<p>n/a.</p>	<p>Head Teacher</p>	<p>Proprietor/CoG</p>	<p>Access to all aspects of school life for all pupils.</p>
<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs including access for wheelchair bound pupils.</p>	<ul style="list-style-type: none"> <li>▪ Accessibility &amp; clarity of signs around school.</li> <li>▪ Awareness of independent access for classrooms.</li> <li>▪ Clear identification of room functions.</li> </ul> <p>Clear pathways without obstruction</p>	<p>Ongoing</p>	<p>Equality policy</p> <p>Risk assessments</p>	<p>In line with buildings budget</p>	<p>Head Teacher</p>	<p>Proprietor/CoG</p>	<p>Access to school buildings and site improved including toilet, computer and learning facilities.</p>

<p><b>CLASSROOMS</b></p> <p>Ensure that classrooms are optimally organised for disabled pupils within any current restraints. Identify needs &amp; actions for future improvements.</p>	<ul style="list-style-type: none"> <li>▪ Plan classrooms in accordance with pupil need.</li> <li>▪ Organise resources within classrooms to reflect pupil need.</li> <li>▪ Incorporate accessibility into any proposed structural alternatives.</li> <li>▪ Provide quiet areas within the school.</li> <li>▪ Investigate the purchase of portable sensory equipment</li> <li>▪ Think beyond the ramp. Look at accessibility in all areas of school life including PE arrangements and qualifications.</li> </ul>	Ongoing	All staff planning and organising of trips, visitors and Independence training.	As required	Head Teacher	Proprietor/CoG	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p> <p>Communication cards</p>
<p><b>DOCUMENTS</b></p> <p>Availability of school documents in alternative formats to be sent to all pupils in the company to be more aware of school life.</p>	<ul style="list-style-type: none"> <li>▪ Letters in first language.</li> <li>▪ Large print &amp; audio when required.</li> <li>▪ Website</li> <li>▪ E-mail.</li> </ul>	Ongoing		£500 p.a.	Head Teacher	Proprietor/CoG	<p>Information to pupils with disabilities and parents / carers will be improved.</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Head Teacher.

It will be approved by Chair of Governors.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- › Accessibility Strategy Policy
- › Risk assessment policy
- › Health and safety policy
- › Equality policy
- › Special educational needs (SEN) information report
- › Supporting pupils with medical conditions policy