Ruby Country Hub Schools Accessibility Plan 2024-2027

Highampton Primary School

Within the Ruby Country Hub Schools, we value each person equally and seek to cultivate respect for one another. Everyone should be given opportunities to succeed and we believe it is a fundamental right that each person be given support to reach their potential. Diversity, disability and difference should be understood and valued by students, parents/carers and staff.

Disability

A person is disabled "if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities". This includes physical disabilities, sensory impairments, learning disabilities and some specified medical conditions: HIV, multiple sclerosis and cancer are all considered disabilities, regardless of their effect.

It is important to note that because a pupil has a disability this does not necessarily mean that he/she has special educational needs.

The Aim of the Accessibility Plan

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.

Ruby Country Hub Schools will seek to anticipate need and respond accordingly, where practicable and when considered a reasonable adjustment.

The Accessibility Plan covers three main strands:

Increasing the extent to which disabled pupils can participate in the schools' curriculums.

This strand seeks to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and curriculum organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.
Schools will be expected to plan to improve progressive access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of pupils.

I**mproving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. The information should take account of the pupils' disabilities and views expressed by pupils and their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including worksheets, timetables, school examination papers, newsletters, information about school events, trips and extra-curricular provision could be made accessible to all those with a disability.

STRAND A : INCREASING ACCESS TO THE CURRICULUM				
Target	**Actions**	**Resources**	**Time frame**	**Outcomes**
Continue to develop range of learning resources that are accessible for pupils with different disabilities and enhance access to areas of the curriculum.	Subject co-ordinators to review resources in their curriculum areas; Learning walk to see resources in use and audit of gaps. SENDCO advises and support staff in identification of appropriate resource and support subject communities for inclusion.	Budget required as appropriate	2024/25	Effective range of resources in place to ease access to all areas of the curriculum. Resources well organised and staff and children familiar with what is available and how to use it.
Develop staff and Governor knowledge of learning /physical disabilities and the Graduated Response used to support pupils.	Provide information on types of SEND to all staff and Governors - linked to the descriptors in Devon's Graduated Response Tool.	N/A	2024/25	Staff aware of graduated response used to support pupils at universal, targeted and specialist provision.
Ensure staff awareness of students' needs. Ensure staff are providing a low arousal environment and making reasonable adjustments for children with SEND	Ensure SEND registers are kept updated as pupils needs are recognised, and that staff are aware of the types of need within the school. Regular support from SENDCO to raise awareness, support planning and meet needs. Half termly CPD from SENDCo to suppprt children with additional needs	N/A	Termly	SENDCO updates the SEND register for each school at least half termly and when required.
Support staff in target setting/reviews for Individual Leaning Plans for students with SEND in line with the Plan, Do, Assess and Review cycle as stipulated in the SEND Code of Practice. Support staff and Governors in understanding the Annual Review of EHC Plan process.	Each SEND pupil has an Individual Learning Plan which is reviewed either termly or half termly, dependent upon level of need, in SEND review meetings (these are sometimes conducted via phone call). Each child with an EHC Plan has an annual or interim Annual Review of their EHC Plan in terms of needs and provision involving all members of staff who work with the child	N/A	Termly - ongoing.	Parents/carers, teachers and the SENDCO /Assistant SENDCO are involved in reviewing the Individual Learning Plans and EHC Plans. Parents/carers, pupils (where appropriate) , staff and Governors are aware of the EHC Plan review process.

Ensuring that disabled students and student with additional needs have equal access to extra-curricular/school trips.	Enhanced risk assessments in place for students at risk when planning off-site trips.	N/A	Ongoing to reflect need	Enhanced risk assessments in place for students deemed at risk/a risk. All students have participated in off-site activities.
Improve provision and understanding of needs of children and adults with physical impairments, including staff training if required	Close working partnership with visual impairment (VI) team, and physical difficulties (PD) team including staff training and review of resources. Ensure Physio and OT assessments and recommendations are at the core of provision in school.	Budget required as appropriate – health/advice used	When required	Children/adults with physical disabilities (and their parents) feel well supported with excellent access to curriculum and making good or better progress.
All staff, including mealtime assistants, support staff and supply teachers are aware of disabilities and needs.	Class teacher to ensure that relevant information is shared and is included in planning for the curriculum Standing item on SLT, staff, TA and MTA meetings under pupil information.	Secure place for Information Staff meeting time.	Regular updates at staff meetings, SENDCo meetings. TA and MTA meetings termly or more frequently as a result of new arrival in school.	Class lists updated termly at all staff meetings and flagged up with supply staff (In registers) Individual Learning plans developed with SENDCO/Assistant SENDCO and shared via Edukey/discussions with all staff working with individuals and groups.
Disability equality issues are incorporated into the Citizenship/PSHE curriculum. The Equality statements for each school reflect this.	Develop lesson plans to embed into the new DMAT Curriculum and ensure that key dates across the year reflect diversity and inclusion. Equality statements for each school address equality of opportunity for disabled students and staff.	Materials / regular review of books and authors available for students Subject leader time to review and feedback to staff	Ongoing	Pupils and staff have greater understanding of disability issues. Pupils are able to talk about disability ii Pupils, staff and parents understand, contribute to and engage with the Equality statements for each school.
Homework tasks are clearly explained and supported; outcomes meet the needs of all learners and parents are supported to help their children or ask questions.	Ensure Homework Policy reflects needs of all learners. Provide homework advice for parents	Parent workshops about supporting homework/SEN workshops Review of homework policy with needs of all learners at centre of values.	2024/25	All pupils and their parents have access to homework and feel supported in completing tasks and feeling successful.
Wider curriculum and curriculum guarantee is accessible for all learners (for example, trips/visitors and clubs) and all gifted/talented learners have opportunities to develop their skills.	Staff plan wider curriculum opportunities with the needs of all learners considered. All gifted and talented children are offered opportunities to extend their skills.	Curriculum planning time for staff; consultation with SENDCO to support risk assessments. Gifted and talented children have access to activities develop their skills; barriers to	Ongoing with curriculum planning. Gifts and talents recognised and opportunities developed.	All pupils have access to extended curriculum and curriculum guarantee. Gifts and talents are part of curriculum planning.

		participation are overcome with a team/focused approach.		

STRAND B : IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOL				
Target	**Actions**	**Resources**	**Time frame**	**Outcomes**
Increase wheelchair access/mobility of pupils where possible including outdoor areas.	Ensure corridors are kept clear. Discussions with children to explore difficult areas and possible solutions. Regular access reviews to ensure any changes to school environment are completed with disabled access as a priority.	Specific equipment as required Input from professionals/agencies Regular reviews using Devon's Accessibility Tool for Educational settings.	Regular reviews with SLT.	Access in school continues to be improved
Ensure fire procedures take account of pupils with disabilities.	Ensure that appropriate provision and places of safety have been established. Review with new intake in September and when new pupils/staff arrive in-year	Fire safety plan. Fire R.A	Reviewed regularly	Identified pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Fire safety plan reviewed and updated. Individual plan (PEP) in place where needed and reviewed at least termly
Provide accessible accommodation for meetings with parents with physical disabilities. Ensure all information is accessible on websites or via School Coms. Ensure all parents who are not able to access information electronically are not excluded form information sharing.	Keep record of requirements, and ensure arrangements are made known e.g., Newsletters in large print where requested. New families to be consulted to see if have additional needs	Reservation of quiet accessible area. Regular reviews of information Sent out to parents to support accessibility.	Regular review All staff /Governors	Parents are not excluded from attending meetings and feel fully able to engage with school staff and school events Meetings arranged with suitability of accommodation considered. All information fully accessible for parents
Medical needs are well supported within the Hub.	Supporting Children with Medical Needs Policy reviewed annually.	N/A	Regular reviews involving	Reviewed annually.

	Liaise with the School Nurse to ensure that Health Care Plans for children with medical needs are written and reviewed annually as required. Staff training available for adults working with children with medical needs, i.e. allergies (using epi pens); epilepsy, diabetes etc. First aid training as appropriate		appropriate professionals	Health Care Plans reviewed annually or more frequently if needed. School Nurse signposted staff to online training for EpiPens/allergies/asthma Trained first aid staff in each school. Staff are aware of student allergies including cover staff.

STRAND C : IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS				
Target	**Actions**	**Resources**	**Time frame**	**Outcomes**
Make information more accessible to pupils and parents with disabilities.	Information displayed, and made available indifferent forms. Reminder to parents to notify us of accessibility needs and update them on accessibility plan	School website area Admin and SENDCO	Review website information annually	Pupils/ parents have greater access to information. School able to respond to requests for information in alternative formats.
To continue to strengthen connections with other SENDCOs/Assistant SENDCOs, special schools, external and outreach services. To ensure SENDCOs/Assistant SENDCOs can signpost and offer links to appropriate agencies through engagement with Forums and Early Help.	SENDCOs/Assistant SENDCOs to attend SENDCO network meetings. SENDCOs/Assistant SENDCOs to liaise with external services. SENDCOs/Assistant SENDCOs to liaise with other educational settings.		Termly SENDCO/HT	Ongoing – termly meetings between SENDCOs within multi-academy primary schools. Ongoing – regular referrals made to external services. Parents have access to specialist advice and understand the Early Help process. Ongoing – links established between Hub Primary schools and other settings in order to improve transition.