

The Ryde School

Accessibility Plan



Reviewed: November 2015
Next Review: November 2018

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Accessibility Plan

At The Ryde School, part of our vision statement states that ‘*All children will achieve well, develop their skills for life and have an enjoyment of learning through the provision of an engaging and creative curriculum...and an ethos of ‘Every Child Matters’.*

We aim, through constantly seeking the highest quality of teaching and learning, to enable our children to:

- realise their academic potential and to be equipped to be successful in the next stage of their school career
- be socially mature; demonstrating a high degree of emotional intelligence, empathy, understanding, tolerance and engagement with society
- possess effective life-long skills: resilience, resourcefulness and respect
- develop appreciation and love of life: aesthetically, physically and spiritually

The Ryde School works hard to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect.

Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

“A person suffers 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.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils’ everyday lives.

We recognise :

- Our duty under the Disability Discrimination Act (‘95) as amended by the SENDA (2001)

“from September 2002, it will be unlawful for Schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services”

Schools and LAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty);
- recognise the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving 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.
 - a) This strand of the planning duty covers aids to improve the physical environment of the School and physical aids to access education. The physical environment includes things such as steps, 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, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, and way-finding systems.
 - b) Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific equipment and specialist pens and pencils.
 - c) The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all Schools.
2. Providing for the future population of the School. For example, a pupil with visual impairment might have low vision aids provided through the ECHP, but the School might as a general measure provide blinds and adjustable lighting through the planning duty.
3. Increase the extent to which disabled pupils can participate in the School's curriculum. Schools will be expected to plan to improve progressively 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 SEN framework.
4. Improving the delivery of information to pupils with disabilities. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related School policies:

Equality for disabled pupils is supported by the School's other policies including:

- Equal Opportunities
- Behaviour
- Admissions
- School Development Plan
- Supporting Children with Medical Conditions
- Special Educational Needs