

# *The Ryde School*

## *Accessibility and Equality Plan*



Reviewed: February 2026  
Next Review: February 2029

## **Accessibility and Equality Plan**

### **Purpose**

This plan reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our pupils for participation in our richly diverse society. We aim to create a warm, friendly, welcoming environment and to eliminate any form of discrimination and prejudice against children, parents, carers, staff, visitors and the wider community served by the school.

### **Vision and Values**

The Ryde School aims to provide a high quality education in a safe and caring environment. We welcome children, their parents and carers into a friendly, happy and hardworking atmosphere where there is an ethos of respect. Positive attitudes towards work and behaviour are encouraged and nurtured. Our children and families are listened to and contribute greatly to the life and progress of the school. The Ryde School benefits from the support and involvement of its Governors and community, who take an active interest in the school. The Ryde School is a school where all are valued and where everyone works hard to help each other reach their full potential.

Our approach to equality is based on the following key principles –

- All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference. We welcome difference and strive to support individuals by working to remove any possible barriers they may have in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We feel that diversity is a strength, which should be respected and celebrated by all those who learn in, teach in and visit our school.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities that are different from each other.
- We encourage a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community. We hope that our policies will encourage positive interaction, good relations and dialogue between groups and communities different from each other in terms of gender and gender identity, ethnicity, culture, religious affiliation, national origin or national status.
- We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and in continuing professional development.
- We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential. We strive to provide all children with as many life experiences as possible, hopefully having a positive impact on their future.
- We work to raise standards for all pupils, including the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

- We believe that the work we do in school has a great impact on the wider society, including our school and local community, by fostering greater social cohesion and reducing prejudice-related bullying and incidents.

## School Context

The Ryde is a one form entry community school in Hatfield, taking pupils from Reception to Year 6. The school has capacity for 210 pupils. Wrap around care is open to all, for a reasonable charge, from 7:45am until 5:15pm daily. All classrooms are accessible to wheelchair users.

<b>Pupil Group</b>	<b>2025-2026</b>
Number on roll (YR-Y6)	210
Male	106
Female	104
Mobility (Aut 2024-Aut 2025)	Leavers 6 Joiners 2
EHCP	4
SEN	30 (15%)
Traveller	1
EAL	45 (22%)
FSM Eligible	24 (12%)
Looked After Children	0

<b>School Awards</b>	<b>Date</b>
Learning Outside the Classroom	2026-2028
Geography	2025-2028
Eco Schools Green Flag (5 <sup>th</sup> )	2023-2027

## Legal Background

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard for the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED) The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- Set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

### Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation

## Disability

At The Ryde we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

## **Community Cohesion**

Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

## **Roles and Responsibilities and Publish Information**

The Board of Governors, supported by the Headteacher and staff, are responsible for ensuring the implementation of this scheme.

### **Commitment to implementation**

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Every 12 months there will be a report on equality and diversity to the Governors.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

### **Commitment to review**

The school equality scheme will be aligned with the school plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following the regular impact assessment, the whole equality scheme will be reviewed at least every three years.

### **Commitment to publish**

Information regarding accessibility and equality will be available on the school website and reviewed regularly.

### **Commitment to action**

#### **Governors will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring 'returns' to the local authority as required)

#### **The Headteacher and senior staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures - Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies

- Hold staff accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Highlight good practice from staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

#### **All staff teaching and non-teaching staff will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

#### **Our pupil and parents/carers will:**

- Be made aware of our school equality scheme via the publishing of agreed documents
- Parental views are encouraged and listened to at meetings and consultations
- Parents have an opportunity to express views through the Parent Council
- The children have the opportunities to express their opinions through termly pupil voice polling and School Council

We comply fully with legislation which protects our staff (including teachers, teaching assistants and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents.
- We will tackle discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, and negative views of disabled people or sexism.

#### **Engagement - Participation and involvement**

We welcome the participation and involvement of people from diverse backgrounds and of different abilities. When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who

have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement and how the duty has been addressed will be included in the annual report to governors.

### **Using information**

We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender. These, if they occur, are reported termly to the Governing board. The Headteacher will look for trends so that we are able to identify any discriminations. The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

## The Ryde School Accessibility Plan 2025-2028

### 1. To improve the delivery of information at the Ryde School

Target	Strategy	Timescale	What will success look like?
To be able to offer the availability of written material in alternative formats.	The school will make itself aware of the services available, as needed, through the LA or other supporting agencies for converting written information into alternative formats.	Ongoing.	The school will be able to provide written information in different formats when required for individual purposes. Delivery of information to disabled pupils and their families improved.
To make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	Ongoing.	All school information available for all stakeholders. Delivery of school information to parents and the local community improved.
The school continues to develop an electronic method of communicating and reporting to parents.	Electronic reporting methods are in place.	Ongoing.	The school continues to develop electronic methods of reporting to parents.
To develop a range of accessible methods of sharing SEND information with the school community.	<p>Provide/share web links that support the understanding of SEND specific documents in greater depth.</p> <p>Provide/share web links and information about local support groups, training courses and contacts for specific disabilities, medical conditions and mental health.</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>Links will be accessible to all stakeholders through the school website.</p> <p>Web links will be included in newsletters.</p> <p>Internet access will be arranged for parents who do not have access to the internet.</p> <p>SEND resources will be available in a wide variety of formats to make them accessible to all whilst promoting the inclusion of SEND within the school community.</p>

	Local DSPL5 and LA SEND information and web links to be available on the school's website.	2025-2026	New information following restructuring of SEND in Hertfordshire to be shared with parents as it is available.
To monitor the recording of pupil and parent input to the Assess, Plan, Do, Review cycle.	To ensure the Assess, Plan, Do, Review document is up to date to enable it to capture in-depth pupil and parental voice.	Ongoing	Pupils and parents will become more involved and have confidence their voices will be heard during assessment processes such as applications for EHCPs, provision panels etc.

## The Ryde School Accessibility Plan 2025-2028

### 2. To increase and improve curriculum access at the Ryde School

Target	Strategy	Timescale	What will success look like?
To further promote inclusion within the PE curriculum by developing more extracurricular events.	Pupils with SEND will be actively encouraged to join extra-curricular opportunities.	Ongoing	All children will have the opportunity to explore an extended range of sporting activities.
To promote inclusion within competitive sports.	SEND pupils will be given opportunities to compete in sporting events.	Ongoing	Extra-curricular activities are provided free of charge to all pupils.
To ensure that SEND children make at least good progress against their academic starting points.	The use of PIVATS to identify small steps of progress and ensure pupil progress is the best it can be.  Rigorous and robust ongoing pupil assessments will ensure that children with SEND are identified swiftly and appropriate intervention/s to safeguard their academic progress are put in place.	Ongoing  Ongoing	All staff will be trained in the use of PIVATS and implement its use in their classroom practice.  All SEND pupils will be supported to make the most of their academic potential, where possible closing the gaps between themselves and their peers.
Review and update the training for all staff in teaching children with a medical issue.	School Nursing Service to train all staff involved in the understanding of, and the administration of, the medical needs of pupils with medical issues.	As needed and then ongoing.	All staff have a clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them. Children with medical issues and associated disabilities are successfully included in all aspects of school life.
Training for staff in the teaching of pupils with ASD, ADHD, PDA and other specific learning difficulties.	Staff to attend appropriate training. Advice from LA advisory teams sought and implemented.  Outreach provision sought and implemented from specific external agencies.	As needed and then ongoing.	All staff are familiar with the criteria for identifying specific needs and how best to support these pupils in the classroom. Children with ASD, ADHD, PDA and other specific conditions are successfully included in all aspects of school life.

Review of support staff deployment.	In review meetings with teachers, parents, pupils the identification of times/activities that specific support needed will be identified. Support staff training will be identified and delivered. Support staff deployment and timetables will reflect the needs of the pupils.	As arising and then ongoing.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities, movement breaks, reset breaks. Children who need individual adult support to participate in some activities have access to this support
All school visits and trips to be accessible to all pupils.	Venues vetted by staff, and pre-trip/visit assessments made by staff, in person where necessary, to ensure full accessibility. Ensuring modes of transport offer full accessibility prior to day of trip/visit.	Before every trip/visit.	All pupils are able to access all school trips/visits and take part in a range of activities.
To ensure the PE curriculum is accessible to all pupils.	PE curriculum to be reviewed or adapted as necessary for individual pupil's needs. Support put in place as needed.	As arising and ongoing.	All pupils able to access the PE curriculum. Support staff in place if required.
All pupils able to access the full curriculum	Our school offers an individualised curriculum for all pupils. Inclusion is at the centre of our practice. The planning of a differentiated curriculum is reviewed termly by teachers and subject co-ordinators. Targets are set appropriately and effectively for all pupils, including those with additional needs, and reviewed termly. Resources are purchased with inclusion in mind. When needed, specific resources are purchased to allow identified pupils to access the curriculum more easily.	Termly and ongoing.	All pupils have access to the full curriculum offered by the school.

## The Ryde School Accessibility Plan 2025-2028

### 3. To increase and improve the physical access at the Ryde School

Target	Strategy	Timescale	What will success look like?
To be aware of the access needs of disabled pupils, staff, parents/carers and other visitors to the school.	Ensure the school staff and governors are aware of access issues to and from the site/building. Ensure community groups are aware of access issues when hiring the school. Write access plans for individual disabled pupils as part of SEND provision. A PEEP (Personal Emergency Action Plan) to be prepared for any person at school who is physically impaired. Disabled parking space available.	As required	Need for an adaptation of access arrangements continuously monitored to ensure any new needs arising are met.
To ensure all fire exits are clearly labelled.	Ensure all staff are aware of the need to keep fire exits clear. Ensure all staff are aware to keep main thoroughfares free of obstructions. Ensure staff, pupils and visitors are aware of evacuation procedures when the school is used for plays, assemblies and activities, both in and out of school hours. Ensure community groups are aware of evacuation procedures when hiring the school.	Daily check  Ongoing	All staff, pupils and visitors have safe, clear exits from the building.
To ensure all people entering and leaving the building have clear access.	All internal and external doors have door closer mechanisms fitted. All internal and external doors are of sufficient width for wheelchair users.	Ongoing	Internal fire doors remain closed while building is occupied. Closing mechanisms are checked regularly.
To ensure external ramps are in place to meet the needs of all staff and pupils.	Most external doors have a ramped access. Additional ramps to be in place as the need is identified.	Regular reviews made of the access needs of current staff and pupils.	All staff and pupils have accessible access to their classrooms/work areas.

All directional and information signage to be readable by all occupants of the building.	All signage is clearly visible for all staff, pupils and visitors.	Regular reviews made of the signage for current staff, pupils and known visitors.	Clear signage to indicate directions and information.
To ensure external play areas are accessible for all children.	Provision of all-weather paths to allow clear access to all apparatus, stage area and story-telling circle.	Regular reviews made to check condition of paths and repair as necessary.	All-weather path to allow access to new apparatus in situ.
To ensure access to disabled toilet.	Disabled toilet facilities are available in the main school building and nursery building.	In place	Disabled toilet facilities available.

### Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. **Last reviewed February 2026.**

It will be reviewed by the headteacher and governors.

It will be approved by the headteacher, and the Full Governing Body.

### Links with other policies:

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

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs and disabilities (SEND) information report

Supporting pupils with medical conditions policy