



Accessibility Plan 2019-20

Runnymede St Edward's School: Mission Statement *'Inspire, Challenge, Support through Faith'*

Children's Mission:

Into your hands Lord, we put each day
all that we do and all that we say

Child Protection Statement:

Runnymede St Edward's School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Runnymede St Edward's School follows guidelines laid down by the **Liverpool Safeguarding Children Board** (LSCB: www.liverpoolscb.org 2018) and **Keeping Children Safe in Education** (www.gov.uk 2018)

School Aims:

Faith

To encourage and foster the spiritual growth of all and to make prayer an integral and enjoyable experience in our daily life.

Individual Opportunities for Learning and Growth

To provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. We are an inclusive school and pupils with additional needs or for whom English is an additional Language are fully supported to enable them to achieve their potential.

Relationships

To provide a safe, caring and welcoming environment within which all are treated with respect, courtesy and kindness. Runnymede St Edward's School upholds British values and encourages respect for all.

School and Wider Community

To foster a spirit of co-operation and friendship between home, school and the wider community.

Runnymede St Edward's School is built on the tradition of our founders, the Congregation of Christian Brothers. Based on their vision, Runnymede is a place in which individuals can develop fully, contributing as happy and caring members of a school community. Children's unique talents are valued, and they learn to live as well-mannered, self-disciplined and confident individuals.

For a detailed School Mission Statement please refer to the Mission Statement page of our website

RUNNYMEDE ST EDWARD'S SCHOOL

ACCESSIBILITY PLAN

This policy is produced taking due regard for the Mission Statement of the school.

'Inspire, challenge and support all through faith'

Reviewed: Autumn 2018

Next review: Autumn 2019

Aims of the Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality act replaces all existing equality legislation. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils of the sex, race, disability, religion or belief and sexual orientation. According to the Equality Act 2010, a person has a disability if

- 1) He or she has a physical or mental impairment, and
- 2) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

The accessibility Plan is listed as a statutory document of the DFE guidance on statutory policies for schools. The review process can be delegated to a committee of the governing body, an individual or the head. At Runnymede the plan will form part of the Fabric and Finance Committee, reviewed annually with the SEND co-ordinator- Mrs S. Johnson.

At Runnymede we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe children should feel happy, safe and valued so that they gain respect, caring attitude towards each other and the environment both locally and globally. Co-curricular activities are a central part of Runnymede's philosophy.

All children who apply to Runnymede spend a day getting to know the children and teachers. There is an informal assessment to inform the school how best to support the child. As the school is an independent school, it does not receive funding from the local authority for Support Assistants. After the informal assessment, the head and SEND Co-ordinator will discuss the specific needs of the child with the parent and any reasonable adjustments to meet the needs of that child.

Runnymede will review this plan on an annual basis to monitor and evaluate the effectiveness of the action taken in the previous school year, the relevant targets for the next school year and our response to any further legislative changes.

The accessibility plan should be read in conjunction with the following policies:

Behaviour Policy
Curriculum Policy
Equal Opportunities Policy
SEND Policy
Health and safety Policy
School Prospectus

The Accessibility Plan covers the period from September 2018 –August 2021 but reviewed each year

Identification Audit

- Section ① - Curriculum Delivery
 Section ② - School Organisation and Design
 Section ③ - Delivery of Information etc.

RUNNYMEDE ST EDWARDS SCHOOL - ACCESSIBILITY AUDIT 2018-21 Identification Audit- 2018-21

Reviewed: Autumn 2018

Next review: Autumn 2019

SECTION ONE - How does your school deliver the curriculum?	YES	NO
1. Do you ensure that teachers and NNEBs have the necessary training to teach and support disabled pupils?	SEND Qualification Training ✓	
2. Are your classrooms optimally organised for disabled pupils?	Lower level ✓	Upper level inaccessible
3. Do lessons provide opportunities for all pupils to achieve?	✓	
4. Are lessons responsive to pupil diversity?	✓	
5. Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
6. Are all pupils encouraged to take part in music, drama and physical activity?	✓	
7. Do staff recognise and allow for the mental effort expended by some disabled pupils?	Yes, staff trained as JB has physical and cognitive needs. JB left in Aug 2018 Pupils and staff received sign language training in 2017	
8. Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	JB in her time at Runnymede. SEN register. Pupil Portrait Provision planning by staff. Dyslexia training 2017	
9. Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities - i.e. some P.E.	Provision of an ESA for JB JB had access to all extra-curricular activities.	

Identification Audit

SECTION ONE (continued) - How does your school deliver the curriculum?	YES	NO
10 Do you provide access to computer technology appropriate for students with disabilities?	√- learning pad Laptop	
11. Are school visits, including residential visits made accessible to all pupils irrespective of attainment or impairment?	√- Patterdale Hall and Dobroyd Castle both have disability access Pre-visit by staff and parents ESA attended all residential	
12. Are there high expectations of all pupils	√	
13. Do staff seek to remove all barriers to learning and participation?	√ All children are treated equally. Pupils supported to overcome barriers. Provision map.	

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Accessibility Plan

SECTION TWO - Is your school designed to meet the needs of all pupils?	YES	NO
14. Does the size and layout of areas - including all academic, sporting, play, social facilities, classrooms, halls, canteen, library, and playgrounds allow access for all pupils?	Currently yes. ✓ Upper floor inaccessible for wheelchair users	No wheel chair access to the second and third floor. School will make reasonable adjustments to bring the lessons to the ground floor.
15. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Lower floor ✓ Wheel chair access to ground floor	Upper floors ✓
16. Are pathways of travel round the school site and parking arrangements safe, routes logical and well signed?	✓ Disabled parking bay near the access ramp.	
17. Are emergency and evacuation systems set up to inform all pupils with SEN and disabilities: including visual and auditory?	✓ Flashing beacons in areas where it is difficult to hear the alarm.	Evacuation routes signage only visual. Children are always supervised. A member of staff available to assist.
18. Are non-visual guides used to assist people to use buildings lifts with a tactile button?		No lift due to age of building.
19. Are areas to which pupils have access well lit?	✓	
20. Could any of the décor, signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓ No issues	
21. Are steps made to reduce background noise for hearing impaired pupils such as considering a rooms acoustics and noisy equipment?	✓ Acoustics better in the old part of the building	
22. Is furniture and equipment selected, adjusted and located appropriately?	✓	

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SECTION THREE - How does your school deliver materials in other formats?	YES	NO
23. Do you provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who make have difficulty with standard forms of printed information?	Will be made available for all prospective children. Strong links with St Vincent School for the Blind	
24. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities - reading aloud presentations - describing diagrams?	✓	
25. Do you have the facilities such as ICT to provide written information in different formats?	✓	
26. Do you ensure that staff are familiar with technology and practices to assist people with disabilities?	✓ Yes for dyslexic children; partial hearing and sight loss.	

Targets	Strategies	Outcome	Timeframe	Remarks	Responsibility
Equality and Inclusion					
Accessibility Plan and Equality Statement to continue as an agenda item at each Governor's meeting.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Quarterly	Craig Barton, construction director, lead governor on the Fabric Committee GM Chair of the Finance Committee	CB BS
First Aid Training to include defib, asthma, epilepsy, and Epi – pen training. Paediatric training for key staff members St Johns First Aid and resuscitation for Year 6.	Provide training (St John's Ambulance) for governors, staff and pupils.	Whole school community aware of issues relating to access, disability and health issues.	4 th September 2018 all staff trained in First Aid incl allergies, correct use of epi-pens, resuscitation and defibrillator 15 th January 2019- Prep 6 trained in First Aid and resuscitation.	Updated pen – portrait termly Risk assessment to include children on the Health List	LH-training for staff and pupils
Review Inclusion and Equal Opportunities with staff and governors annually	Review policies with staff and governors.	Policies reflect adherence to current legislation.	On-going.		All staff
To monitor attainment of Able and Talented pupils	To provide activities within the curriculum and extra-curricular. Monitor Able, and Talented list.	Updated list and provision for SEN and able and talented.	On-going Annually	Teacher to monitor with SMT on appropriate progress using tracking system	SMT and all staff
Physical Environment					
Targets	Strategies	Outcome	Timeframe	Remarks	Responsibility

<p>Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.</p>	<p>Health and Safety Committee when conducting termly audits of the school building to highlight any improvements that can be made for accessibility.</p>	<p>Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.</p>	<p>On-going.</p>	<p>Costing for a lift to be installed to the second floor £23-28000 The second floor has steps to part of the building. Steps to the third floor.</p>	<p>Fabric Committee All staff</p>
<p>School is aware of the access needs of disabled children, staff and parent/carers. School staff are better aware of access issues.</p>	<p>Create access plans for individual disabled children as part of IEP process, when and where necessary.</p>	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Raised confidence of staff and governors in their commitment to meet access needs. All parents able to fully access all school activities.</p>	<p>As and when necessary.</p>	<p>Risk assessment to be carried out where necessary. .</p>	<p>Class teacher and SENCo</p>
<p>To ensure driveway, roads and paths around the school are safe as possible especially access ramp.</p>		<p>Caretaker and groundsman to keep ground tidy for free access to school. Communication with parents via safety messages/letters/walk to school week/ bikeability.</p>	<p>On-going</p>	<p>Parentmail now has texting aspect. A yellow bin in key areas of the school for quick access to grit.-completed Staff on a group Whatsapp for emergencies-completed</p>	<p>LH,AM</p>

To increase size or ground floor balcony add additional access ramp from preschool to wooded area with playground improvements.	School improvement plan for 2019/2020	Part of Preschool playground renovation.	Sep 21	Agreed by finance committee Costing £12000	CB and Fabric committee
To create fob access to and push button exit to all external doors.	Obtain quotes	Back door now has fob access, July for installation of two front doors	Summer 2019	Approved by Fabric Committee £1500 Completed	CB and LH
To create fob access to external gate on the Infant playground.	Obtain quotes	Gate will be released when the fire alarm goes off. Fob access	Summer 2019	Approved by Fabric Committee £20000	CB and LH
Phased resurfacing the playgrounds with soft play or astro.	Obtain quotes	Reduce injuries to slips and falls	Sep 2021	Costing £30000	CB and LH
Targets	Strategies	Outcome	Timeframe	Remarks	Responsibility
Curriculum					
Continue training for teachers and support staff on current and relevant aspects of SEND including differentiation when required.	Review the needs of children with specific needs, provide all relevant training.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, and that needs and expertise will change with time.	On-going	SEND training and support in staff development. Co-ordinator to attend LA briefing session in 2018/2019. Cost £900-completed SEND support & training. LA briefing session for 2019-2020 £900	BS and SB

All out of school activities are planned to ensure inclusion of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements.	On-going	Risk assessments completed for activities both on and off site in addition to individual risk assessments completed for children / adults with additional needs.	All staff
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually. On-going.	Learning environment reviewed regularly by SMT.	SMT and all staff
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required	SENCo/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangement.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	On-going	Modified print available / access arrangements as required. SMT and SENCo trained in application for access arrangements.	SMT and all staff
Written/other Information					
Targets	Strategies	Outcome	Timeframe	Remarks	Responsibility

<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those who require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p>	<p>On-going</p>	<p>ICT / School website / parentmail being used to improve communication. Individual cases will be addressed for parents with sight impairment.</p>	<p>LR, AD</p>
<p>To continue improving communication for any hearing or visually impaired member of the school community.</p>	<p>To maintain and update systems to support access for these members of the community.</p>	<p>Pupils and parents and visitors who are hearing or visually impaired to be better able to access verbal or written information.</p>	<p>Review annually.</p>		<p>LR and AD</p>