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Appendix 1: Accessibility audit

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

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 staff and Trustees at Ribbon Academy seek to:

- Develop confidence in children, providing equal opportunities and enabling children to become resilient, motivated, and independent learners who co-operate well with each other.
- Recognise the unique characteristics of each child within the school and to celebrate diversity in an environment of value, high expectation, respect, and appreciation for the differences in each child.
- Create a culture that promotes respect, fairness, and dignity for all who work in, volunteer at, or visit the school in any capacity.

How will we achieve this vision for our school?

- Addressing inequality and discrimination that may occur within the workforce and the school by celebrating and embracing the diversity that exists within the school and its wider community.
- Ensuring that the delivery of the curriculum reflects and considers equality and diversity issues.
- Creating opportunities for the wider involvement of all staff, pupils, parents and carers, and the wider community through consultation, participation and creating effective partnerships to ensure that our vision is shared across all stakeholders.

Aims

The aims of this policy are to ensure that:

- Every individual within the school is given every opportunity to achieve his/her full potential and is given an equal chance.
- Equal access is achieved by everyone and for everyone.

- Changing needs are responded to at the earliest opportunity so that nobody is disadvantaged. Staff, parents/carers, and children are informed and reminded of issues regarding equality and diversity.
- Everyone shares the same vision and values for positivity in diversity and equal opportunity.
- Prejudices are broken down and positive attitudes fostered.
- There is consistency across the school in dealing with issues of inequality and diversity.
- Resources are not wasted but used effectively to foster individual talents.
- The quality of life for all individuals is continually improved to meet agreed outcomes.
- Children learn to be caring and responsible citizens, who grow together to learn, feel nurtured and be in control of their futures.
- An understanding and mutual respect for all members of society, regardless of their differences, are actively promoted.
- Discrimination is understood and actively prevented by all.

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.

The Equality Act 2010 brought together several existing laws so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful. The protected characteristics under the Act are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Under the Act people are not allowed to discriminate, harass, or victimise another person because they have any of the protected characteristics. There is also protection against discrimination where someone is perceived to have one of the protected characteristics or where they are associated with someone who has a protected characteristic.

As a major employer and provider of services, Durham County Council is committed to advancing equality of opportunity and providing fair access and treatment in employment and when delivering or procuring services or working in partnership. It has a responsibility under the public sector equality duty which was created under the Equality Act 2010. It consists of a general equality duty and specific duties.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff, and trustees.

2. Legislation & 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Reasonable adjustments are made to ensure equality of access to all aspects of the curriculum.	Every teacher has the knowledge, skills and understanding to support all pupils in their care.	Deployment of additional staff; training	SLT	Ongoing	Staff are confident in the teaching and learning for all pupils in their class.
Curriculum progress is tracked for all pupils, including those with a disability.	Targets are set effectively and are appropriate for pupils with additional needs.	Support plans are robust and rigorously reviewed to ensure best practice.	Data reviews identify any pupil not meeting expected progress.	Whole staff	Ongoing	Pupils with a disability are given the same opportunity and access to learning as any other child in school.
Review PE Curriculum to make PE accessible to all.	PE task cards demonstrate activities for pupils with disabilities; opportunities for participation in inter-school competitions.	Provide guidance on adapted, modified or alternative activities; specific support is identified to enable pupils to take part in certain activities or types	Use of Sports Partnership staff; staff training; Physio therapists; Occupational therapists	PE Leader AHT Inclusion	Ongoing	Offer an equivalent degree of challenge and enable all pupils to make progress.

		of movement, and careful management of their physical regime allows for specific medical conditions.				
Our school offers a differentiated curriculum for all pupils.	A bespoke curriculum is available to individual pupils through the 'assess, plan, do, review' process.	We seek the advice from experts and multi-agency teams where necessary to support planning.	All teachers have a role to provide clear analysis and evaluation of every pupil's needs; assessment information is gathered and interpreted; pupil/parent voice is essential to successful planning.	Whole staff	Ongoing	Staff are responsible for the teaching and learning off all pupils in their class.
Curriculum resources include examples of people with disabilities.	People with disabilities are represented in displays aroundschool.	People with disabilities are represented across all aspects of the school community.	Survey how people with disabilities are represented across the academy.	Whole staff	Ongoing	Raise the profile of people with disabilities across the school community.
Resources meet the needs of all pupils.	We use resources tailored to the needs of pupils who require support to access the curriculum.	Pupils with additional needs have the necessary resources they need, as outlined in support and EHC plans to ensure access to the whole curriculum e.g., a wheelchair swing, a sensory room etc.	External advisory teams form part of assessment where relevant and recommendations followed; review the impact of any intervention against pupil progress; resources become part of the non-negotiables for classroom resources.	AHT Inclusion	Ongoing	Evaluate the effectiveness of the support and continue/make changes.

	The curriculum is reviewed to ensure it meets the needs of all pupils.	Pupil progress is tracked for ALL pupils regardless of disability or need; data reviews are held at least termly for ALL pupils; SEN reviews, interim and annual reviews are held for pupils with an EHC plan.				
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible: • Communication in Print • Pre-teaching vocabulary • Makaton • Social stories • Communication devices/assistive technology • Talking to children with additional needs the same as typically developing children • PECS/communication boards • Motivators • Gestures • Tactile activities • Music	Ensure the use of relevant forms of communication to suit the needs of each child; provide training where necessary; cascade to all staff through staff meetings and specialist training; discuss methods for communication at Inclusion Meetings and review meetings for individuals; ensure referrals to external agencies where appropriate; adopt a shared language or a series of agreed terminology across the academy to ensure consistency for all pupils	The range of communication methods are embedded into QFT and are a part of everyday classroom practice. Training is provided for staff to raise awareness and competency with these approaches.	AHT Inclusion	Ongoing	Widespread use of SEND resources across the whole school.

	• Touch, where relevant • Auditory sensory over/under stimulation					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width, all corridors are suitable for a range of requirements from disabled access and the use of wheelchairs to impaired vision where guides may be required to support as required. • Single storey building – The school is built as a single storey construction. There are no immediate plans for any part of the building to be converted to a double story which would impede access. • Disabled parking bays – These are located near to a main escape route and can be used for immediate access if required. Similarly, they are positioned at the nearest point of entry to the school reception.	Ensure that all corridors remain obstruction free. Ensure pupils and staff are suitably informed about accessibility requirements in order to provide suitable free flow of movement. NIL Ensure that disabled parking bays are only used by those that the term applies. Adequate signage and floor markings are in place.	Publish this plan for all staff to engage with. Encourage staff to discuss the requirements to pupils NIL Monitor car parking usage to ensure disabled bays are used correctly. Re mark parking bay floor when required.	JM – Site Manager NIL JM – Site Manager	Ongoing Nil Ongoing	All pupils and staff will be able to move around school in a safe manner. NIL The staff carpark is used correctly. All those who have a requirement to use disabled bays can do so without being impeded.

	● Footpaths – All footpaths can be accessed by wheelchairs and are wide enough to support more than one piece of mobility equipment. Signage is in place for periods of inclement weather warning of hazards. ● Disabled toilets and changing facilities – These are located between each set of two classrooms. Similarly, a specific disabled / easy access toilet is located close to the main reception; this also has easy grab handrails, bed and changing facilities. All disabled toilets have an alarm system located within them which is linked to the main alarm monitoring system.	Continue to ensure that footpaths are accessible regardless of weather conditions. Continue to ensure that disabled toilets are easily accessible and free from clutter. Ensure That all equipment is safe to use.	Monitor temperature and maintain a robust gritting plan as required. Monitor drainage to ensure that flooding does not occur. Inform staff regularly about the need for easy access as well as ease of egress. Continue with a robust maintenance and inspection programme for all equipment such as beds and hoists. Ensure that the alarm system is inspected and maintained in accordance with the inspection programme for the school intruder alarm system.	JM – Site Manager	Ongoing Ongoing	Staff and pupils can utilise the toilets and changing facilities at will and without embarrassment.
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	Emergency procedures – Each pupil or member of staff have a PEEP in place which is reviewed as required. This highlights the procedures to be undertaken to support that person in the event of an emergency.	Re visit all PEEPs to ensure that the plan is current pertaining to the individual's needs.	Ensure that key staff are aware of their responsibility in implementing the PEEP. Inform parents / guardians of the school's plan and seek guidance from them if necessary. Ensure emergency evacuation equipment such as the evacuation	JM Site Manager / SENCO	Ongoing	All staff and pupils can evacuate safely in an emergency.
	Ramps – All pupils can access all areas of the school without the need for ramps.	Nil	Nil	Nil	Nil	Nil

4. Monitoring arrangements

- I. This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.
- II. It will be approved by trustees within the curriculum committee.

5. 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 (SEN) information report
- Supporting pupils with medical conditions policy