Accessibility Policy and Plan

Ringmer Primary and Nursery School

Created By:	Anna Crompton	**Date:** September 2020
Approved by:	Local Governing Committee	**Date:** May 2026
Next review due by:	May 2029	
Edits June 2024:	Policy reviewed and names of responsible members of staff amended where necessary.	

1. **Policy statement**
   Ringmer Primary & Nursery School is committed to ensuring equal access to education, facilities and services for all learners, staff, parents/carers and visitors. We will not treat anyone less favourably because of a disability and will make reasonable adjustments to remove barriers that place disabled learners and staff at a substantial disadvantage.

This policy sets out how we will meet our legal duties (Equality Act 2010) and best practice in order to:

- increase participation in the curriculum for learners with disabilities;

- improve the physical environment so learners can fully access education and associated services;

- improve delivery of information to disabled learners, parents and staff in accessible formats, within a reasonable time and reflecting their preferences.

2. **Scope and definitions**
   This policy covers learners (pupils), staff, prospective pupils and staff, governors, parents/carers and visitors. “Disabled” and “reasonable adjustments” have the meanings used in the Equality Act 2010. Use the SEND Code of Practice (0–25) when identifying needs and planning provision for learners with SEN.

3. **Legal and inspection context**

    - Equality Act 2010: duty to prepare, publish, keep under review and implement an accessibility plan; make reasonable adjustments; not to discriminate.

    - SEND Code of Practice (0–25): duties around identification, graduated response and working with parents and external agencies.

    - OFSTED (2025) inspection: inspectors may consider accessibility planning and evidence of inclusive curriculum, reasonable adjustments, and resource allocation.

4. **Principles and priorities**
   Ringmer will prioritise actions which:
   1) Improve everyday classroom practice (universal provision) so core teaching and adaptive practice reduce need for separate provision.
   2) Target resources to reduce disadvantage for learners with SEND and pupil premium (PPG 14.7% at the school).
   3) Ensure learners can participate fully in school life (attendance, trips, clubs) and assessment (e.g. phonics access for SEND).

5. **Roles and responsibilities**

   - Governing Board: approve and monitor the Accessibility Plan; ensure resources are allocated; receive an annual report.

   - Headteacher (Anna Crompton): operational responsibility for implementation; ensure staff training and that adjustments are made.

   - SENDCO (Lizzy Daly): lead assessments, coordinate reasonable adjustments, maintain provision maps and monitor impact.

   - Subject leaders: adapt curriculum content and assessment to be inclusive; show in subject improvement plans how core knowledge is acquired by all learners.

   - Business Manager (Becs Josling): ensure premises, signage and capital works reflect the plan; maintain records of accessibility audits and works.

   - Class teachers and support staff: apply adaptive practice; complete on-the-spot formative assessment; document adjustments in Individual Provision Maps / One Plans.

6. **Identification, assessment and record-keeping**

- The school will maintain up-to-date records of learners and staff with disabilities or additional needs (Arbor).
- On admission and transition points (EYFS, YR, in-year), collect information about access needs and reasonable adjustments required.
- For learners with SEND, produce a support profile or an additional needs plan documenting provision, with additional needs plan documenting specific, measurable, achievable, relevant and time bound targets. Where needed, an individual health care plan is used to document medical information and daily care requirements. For learners who require enhanced support, this information is documented on and education, health and care plan.
- Review individual access arrangements termly and after any significant change.

7. Reasonable adjustments and planning

- Individual reasonable adjustments are made promptly and reviewed termly (examples: seating, extra processing time, use of technology, multi-sensory resources).
- For curriculum access, the school emphasises adaptive practice: high-quality wave 1 teaching, targeted small-group interventions and specialist provision only when necessary.
- The Accessibility Plan (appendix) translates priorities into time-bound SMART actions and specifies resource implications.

9. Physical environment and premises

- The school will maintain an Access Audit (annually) and produce a capital works priority list for major works. Where reasonable and proportionate, the school will adapt classrooms, hygiene facilities, and access routes.

- Daily accessibility measures: accessible reception, designated parking, ramps where possible, clear contrast signage, and evacuation arrangements that include PEEPs (Personal Emergency Evacuation Plans) and PLPs (Personal Lockdown Plans) for individual learners and staff.

10. Curriculum, assessment and examination arrangements

- Subject leaders will show in subject plans how core knowledge is explicitly taught to all learners and how adaptive practice is used.

- Special assessment arrangements will follow JCQ and DfE guidance (where relevant) and the school will seek exam/access arrangements early for statutory tests.

- For statutory checks (e.g. phonics screening), make reasonable adjustments (adult reader, modified materials) in line with guidance and with evidence of need.

11. Staff training and capacity building

- Inclusion-related CPD is scheduled annually and as needs arise (e.g. autism, sensory processing, dyslexia, multi-sensory phonics).

- All staff receive termly reminders and briefings on implementing reasonable adjustments and recording impact.

12. Communication and publication

- The Accessibility Plan and summary of this policy will be published on the school website.

- A paper copy will be available on request. Where a parent or learner requests information in an alternative format (large print, translated, audio), we will aim to provide this within 10 school days or by an agreed reasonable timeframe.

13. Monitoring, evaluation and review

- Governors receive an annual accessibility report (including progress against the Action Plan and impact).
- The policy and full action plan are reviewed annually and updated every three years (or sooner if legislation or school circumstances require).

14. Complaints about accessibility or reasonable adjustments

- Raise concerns in the first instance with the class teacher or Inclusion Lead.
- If unresolved, follow the school's formal complaints procedure (stage 1: headteacher; stage 2: governing board; stage 3: independent panel). Complainants must normally use the school procedure before external escalation (Local Authority, Ofsted or Ombudsman) unless safeguarding or statutory duties require immediate referral.

Appendix A: Accessibility Action Plan

Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

Ringmer Primary and Nursery School already has a strong, embedded inclusive approach which supports pupils with disabilities to access the curriculum. Classrooms are deliberately designed as neuro-affirmative, communication- and dyslexia-friendly spaces with sensory and emotional regulation strategies (Zones of Regulation) used school-wide. Targeted provision is available through dedicated spaces (Launchpad, Rockpool, Garden of Being, Sunset) for soft landings, resets, rehearsal of skills and small-group interventions (e.g. Socially Speaking, Upstairs/Downstairs). The school uses pupil voice, parent voice and assessment data to create SMART Additional Needs plans, with three focused targets per cycle and integration of specialist advice (SaLT, EP). Staff receive regular SEN CPD, teachers are allocated time to set and monitor targets with the SENDCo, and there are designated speech and language TAs plus two full-time pastoral practitioners. These practises align with school priorities to refine the curriculum, embed adaptive practice and close gaps for SEND and disadvantaged learners (PPG), and support the OFSTED (2025) focus on inclusive curriculum and teaching.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure the school is aware of the access needs of pupils, staff and visitors with disabilities	- Conduct an annual access needs audit for pupils, staff and regular parent/visitor users (questionnaire, review of EHCPs, medical records, meetings). - Update Arbor/SEND register with access needs flags and reasonable adjustments required. - Introduce a short access needs form for new admissions, volunteers and contractors. - Hold termly review meetings between SENDCo, pastoral	- 100% of pupils with identified needs have updated access information on record each year. - New starters have completed access form within 2 weeks of enrolment in 90% of cases. - Staff report easy access to relevant adjustments during termly survey (target 90% positive). - No missed reasonable adjustments noted in monitoring visits.	SENDCo/ Matt Halsey - Gov / SBM / Inclusion Lead	Audit by end of term 1; updates ongoing termly

	lead and office to share access information. - Produce and maintain a confidential Access Needs Summary for staff (redacted where appropriate) with clear PRoW/adjustment prompts.			
Increase the confidence of staff to adapt or differentiate the curriculum to suit pupils' needs	- Deliver a programme of CPD across the year focused on adaptive practice, multi-sensory phonics application, number sense approaches and counting stick for times tables. - Provide model lesson drop-ins and coaching cycles showing differentiation in practice. - Create and distribute a practical Adaptive Practice Toolkit (templates, scaffolds, visuals, exemplar lesson plans). - Schedule termly INSET/working groups for subject leaders to embed adaptations into curriculum maps and medium-term plans. - Establish peer-to-peer mentoring (experienced TAs/SEND T eachers) and a bank of filmed exemplar sessions.	- All teachers complete two adaptive-practice CPD sessions per year; 100% completion recorded. - Lesson observations and learning walks show adaptive strategies in 90% of lessons (termly monitoring). - Improvement in targeted outcomes: Phonics/SEND application outcomes improve by X% (baseline to be set) by end of year. - Teacher confidence survey shows increase from baseline to ≥85% confidence in differentiation.	SENDCo / SLT (Phil Lucas / Suzanne Wiles - Govs)	CPD programme established by term 1; ongoing across academic year
Enable pupils with learning difficulties to fully access the	- Review and adapt curriculum sequences to include differentiated learning outcomes and multi-sensory entry points for phonics, maths and	- Increase in specific outcomes: Phonics application for SEND in Year 1 screening reaches parity target (school target to match non-SEND peers or	Subject Leads – Lauren Cook and Sophie Kelly	Curriculum review term 1; roll-out

curriculum (including phonics, maths number-sense and writing)	writing. - Ensure every Additional Needs Plan includes classroom access strategies linked to curriculum objectives. - Allocate targeted small-group interventions from Launchpad/Rockpool with clear pre- and post-assessment measures. - Ensure SaLT and other external recommendations are translated into classroom strategies and teacher-friendly resources. - Use formative assessment and adaptive practice weekly cycles to identify and address misconceptions quickly.	improve by set %). - Maths number-sense and times tables progress measures show cohort improvement (termly data review). - 75%+ of pupils with Additional Needs reach their cycle targets each term. - Intervention pre/post data shows measurable progress for 80% of participants.	(Govs - Suzanne Wiles; Maths: Charlie Northam Jones; Writing: Suzanne Wiles) / SENDCo / Inclusion Lead	term 2; ongoing monitoring each term
Ensure all off-site trips, activities and school clubs are accessible to pupils with disabilities	- Review and update trip planning checklist to include access and reasonable adjustments (transport, staffing ratios, accessible venues, sensory considerations). - Train trip leaders and club leads on reasonable adjustments and inclusion requirements. - Maintain a central register of pupils needing specific adjustments for trips/clubs and ensure named staff are briefed before each trip. - Budget for additional staffing or transport where required; seek parent/LA support for particular needs.	- 100% of scheduled trips have an access assessment completed 4 weeks in advance. - No pupil with identified needs excluded from a trip or club due to avoidable access barriers. - Parental and pupil satisfaction (survey) about trip accessibility ≥90%. - Documentation of two model accessible trips/clubs to inform future planning.	SENDCo / Headteacher (Lucy Halls - Gov)	Checklist updated by term 1; staff training term 1-2; ongoing for each trip/club

	- Trial at least two fully-accessible enrichment outings/clubs with feedback collection from learners and parents.			
Increase the availability of written and visual information in alternative formats and improve visibility of signage	- Audit current school literature, website and signage for accessibility (font size, contrast, plain English, symbol use). - Adopt standard accessible templates for newsletters, statutory policies and website updates (large print, easy read summaries, translated versions and audio where feasible). - Improve internal signage using high-contrast colours, clear pictograms and consistent placement (including classroom and directional signage). - Provide induction loop or portable hearing support in main reception and key rooms; review feasibility of lowered counters at reception. - Offer parents/carers the option to receive communications in alternative formats at point of contact.	- Accessibility audit completed and action list implemented within 6 months. - All statutory policies and the school newsletter available in at least two alternative formats on request. - Reception and main hall have working induction loop/portable hearing device within 6 months. - Parent preference for communication format recorded for 95% of families. - Positive feedback from families with accessibility needs (≥85% satisfaction).	Headteacher / Business Manager	Audit term 1; rollout term 2; full implementation by end of academic year
Review curriculum to include reference to disability issues	- Audit current Wellbeing curriculum units to map where protected characteristics and disability awareness are taught. - Create planned units and lesson sequences	- Curriculum map updated to show disability references across year groups. - At least two taught units per year group include explicit disability equality content. - Pupil surveys show	Bex RB – Wellbeing leader (Rachel	Curriculum audit term 1; new units planned

and embed disability equality understanding	that explicitly cover disability history, representation and positive models across subjects. - Use pupil voice and local special school partners to co-produce materials and deliver workshops. - Embed disability equality in whole-school assemblies, anti-bullying week and enrichment weeks. - Monitor impact through pupil surveys, behaviour logs and curriculum outcomes.	increased understanding (baseline to target: e.g., 80% can identify examples of inclusion). - Reduction in disability-related incidents recorded in behaviour logs.	Riches - Gov) / SENDCo	term 2; delivery from term 3
Develop links with local special school(s) to improve understanding & drive best practice	- Identify and establish partnership(s) with one or more local special schools. - Arrange reciprocal visits, shared training, joint moderation and observation opportunities. - Invite special school staff to co-deliver CPD on specific needs and collaborative planning. - Create a shared resource bank and joint projects for inclusive practice innovation. - Review partnership outcomes termly and document improvements to practice.	- Formal partnership agreement(s) in place (MOU) within 6 months. - At least three joint CPD/visits held in the first year. - Teachers report increased confidence and use of strategies learned (target ≥85% positive). - Documented examples of practice changes traced to partnership activity.	SENDCo / Headteacher / Governors (Inclusion link)	Partnership established by end of term 2; activities ongoing
Ensure fire escape routes and emergency arrangements	- Review Personal Emergency Evacuation Plans (PEEPs) for all pupils and staff with mobility or sensory needs; ensure they are up-to-date. -	- 100% of pupils/staff requiring PEEPs have a current plan reviewed at least annually. - Successful assisted-evacuation drill completed	Site Manager / SENDCo / SBM / Headteacher	PEEPs updated term 1; drills

are suitable for all pupils	Run termly emergency evacuation drills including scenarios for pupils needing support, and include rehearsal of soft landing/evacuation assistance. - Ensure accessible egress routes are kept clear; mark and communicate alternative routes for specific needs. - Train staff in assisted evacuation techniques and use of evacuation aids. - Ensure emergency information (including PEEPs) is stored centrally and accessible to relevant staff.	each term with debrief and action log. - No blocked accessible routes found in weekly site checks. - Staff competence: 90% of duty staff can describe evacuation procedures for persons with additional needs in spot-checks.		termly; reviews annually
Provision for more accessibility aids (induction loops, lowered counters, alarm switches)	- Conduct a site accessibility audit focused on assistive technologies and physical access points (reception counter height, induction loop needs, visual alarm switches). - Prioritise and cost required adaptations; include in the school development plan and capital budget. - Procure and install priority items (portable induction loop, visual alarm beacons in key areas, lowered reception hatch or alternative arrangement). - Train staff in use and basic troubleshooting of installed aids. - Publicise availability of these aids to parents/carers and visitors.	- Site audit completed and priority list approved by governors within 3 months. - Installation of priority items within the financial year (evidence of purchase and commissioning). - Staff training completed for all installed aids. - At least one positive feedback from a user citing benefit of installed aid.	SBM / Headteacher / Governors (Premises)	Audit term 1; procurement term 2-3; installation by end of academic year

Review information issued and communications with parents/carers to improve accessibility	- Record communication preferences at intake and update annually (format, language, method). - Create easy-read summaries and translated key documents for families with identified needs. - Offer meetings with interpreter or communication support when requested. - Use text, email, phone and face-to-face channels to ensure messages reach all families; trial audio newsletters/podcasts. - Monitor uptake and satisfaction via an annual communication accessibility survey.	- Communication preferences recorded for 95% of families. - Easy-read/translated versions available on request and posted on website. - Interpreter/support provided within 48 hours where requested for meetings. - Communication accessibility satisfaction ≥85% in survey.	SBM / SENDCo/ Headteacher	Preferences recorded term 1; resources ongoing; survey termly

Notes on monitoring and resourcing

- The responsible body (Academy leadership and Governors) will allocate appropriate resources for implementation; most actions are included in the school development plan and budget discussions. The SENDCo and SLT will review the accessibility plan termly and revise actions as required. OFSTED inspections under the 2025 framework may review the preparation, publication, review and implementation of this accessibility plan; records of audits, CPD, monitoring and impact data will be kept to demonstrate progress.

Appendix B: Individual arrangements and PEEPs

- **Process for creating PEEPs, link to evacuation plan and responsible staff.**

Appendix C: Equality Impact Assessment