



Ribby With Wrea Endowed C.E.  
Primary School

# **Accessibility Policy**

Dated: March 2019  
Reviewed : **January 2023**

## Accessibility Plan for Ribby with Wrea Endowed C of E Primary School

### Mission Statement

**To encourage all children to develop as confident lifelong learners , to be curious about the world around them and to achieve their full potential within our safe and caring Christian School Family.**

At Ribby we believe that Inclusion is at the heart of everything we do in our efforts to achieve the best for our pupils. It is the right of every individual to belong, to be recognised for their achievements and to receive the education that is best suited to their needs.

### The DfE has stated that

- ✓ Pupils should, where possible, receive their education alongside their mainstream peers.
- ✓ All pupils have an entitlement to a curriculum that is broad, balanced and well differentiated and includes the National Curriculum.
- ✓ The needs of individual children are paramount. Where these cannot currently be met in mainstream schools specialist provision should be available.

At Ribby we are constantly working to make our school more inclusive. We recognise the diverse needs of our pupils, including able and gifted, and wish to plan ahead for situations in the future when we may have a higher percentage of **SEND** children within our mainstream setting.

The implications for this are:

#### 1. RESOURCING:

- ✓ Ensuring that the structure and fabric of the building is made accessible to all pupil.
- ✓ Ensuring that materials purchased are suitable to the needs and expected needs of our pupils. Actively seeking materials which portray people with disabilities.
- ✓ Ensuring that money within the school budget and other sources of funding are used to develop an inclusive school.
- ✓ When making decisions about the resourcing of building, training and curriculum matters the school will always take into account the issue of inclusion and question whether or not it represents 'best value' to make changes at that time.

#### 2. TRAINING:

- ✓ Ensuring that all staff have access to training in meeting the needs of children with **SEND**
- ✓ Developing expertise in certain areas of **SEND** provision such as Autistic Spectrum Disorder, **SALT** and **SMEH**

- ✓ Offering support to parents and carers of all children in a positive manner

### 3. CURRICULUM:

- ✓ Early identification of needs to allow specific targets, strategies and support to be put in place
- ✓ Ensuring that the content and structure of the curriculum allows children to make recognisable progress throughout their school life at Ribby
- ✓ Ensuring that children with SEND receive the broad and balanced curriculum that is the entitlement of all children
- ✓ Challenging 'negative' comments regarding physical, mental or sensory differences
- ✓ Continually developing our Christian values of Respect, Hope, Friendship and Creativity

### 4. TEACHING:

- ✓ Ensuring that all staff demonstrate a wide range of teaching and learning styles within their classes to ensure that the curriculum is accessible for all
- ✓ Using the expertise offered by our specialist teachers and local special schools to develop the teaching skills of our staff
- ✓ Learning to make use of alternative methods of delivery- ICT, audio and multi-sensory teaching to allow pupils with SEND such as dyslexia and autistic spectrum disorder to access their learning in a more appropriate manner
- ✓ Use of support assistants to provide additional support in signing, maintaining attention and assisting with pupils with language/communication impairment

### 5. HOME/SCHOOL LINKS

- ✓ We recognise that not everyone finds communication in written or spoken English easy. We seek to address this by using alternative methods such as telephone calls or the support of other adults where necessary. With their permission we will maintain information, confidentially, about parents/carers who are disabled so that their access and needs in regards to their children can be met
- ✓ We believe in making sure that all parents understand our inclusive philosophy through newsletters, discussions at Parents' Nights, IEP reviews and SEND reviews
- ✓ We believe that parents should recognise and understand the role of SATs and that results may not always reflect the many achievements of our children and that attainment and achievement are not synonymous
- ✓ We will ensure that there are effective arrangements for involving parents in all parts of their child's school life and decisions that have to be made. These arrangements should involve counselling and support in helping a child towards independence

A commitment to inclusion is embedded within our Mission Statement. We see accessibility as an integral part of School Development Planning and Staff Development.

The Governing Body will fulfil its statutory duties by:

- ✓ Ensuring that all Policies reflect the inclusive nature of our school
- ✓ Decisions regarding employment of staff, deployment of resources and modifications to the structure and fabric of the building give due emphasis to inclusion
- ✓ Monitoring the curriculum to ensure that the needs of all children are being met
- ✓ Reporting, as necessary, on the accessibility of our school.

### Equity and Diversity

We believe that equality should permeate all aspects of school life. Our school is designed to be accessible to all pupils regardless of gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

Our ethos is constantly reviewed to celebrate diversity and assumes all cultural groups

have contributed to our collective history.

Our school recognises social action and the need to explicitly address injustice. The voices, ideas and perspectives of the pupils are part of the learning experience.