



ACCESSIBILITY PLAN

2014 – 2017

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Please refer to the school's Safeguarding Children Policy for more information.

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Agreed date: December 2015

Next review: Autumn Term 2017

1. Vision Statement
2. Aims and Objectives
3. Current good practice • Physical Environment • Curriculum • Information
4. Access Audit
5. Management, coordination and implementation
6. Action Plan

1. Vision Statement:

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

- (a) He or she has a physical or mental impairment, and
- (b) 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 Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Rodmarton the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Rodmarton 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 that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Rodmarton Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Rodmarton is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Rodmarton Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the school, this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) **The Rodmarton Accessibility Plan** relates to the key aspects of physical environment, curriculum and written information.

6) **Whole school training** will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) **This Accessibility Plan** should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- 1) To increase access to the curriculum for disabled pupils,
- 2) To improve and maintain access to the physical environment
- 3) To improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2013.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is a two storey building with corridors and several access points from outside. All doors except office door are key pad secured. Reception/Year 1 class is on the ground floor which wide door access to all rooms. The village hall is used for assemblies etc. It is at ground-floor level and is accessible to all.

The main entrance to the school is flat although there is a kerb to negotiate when moving from the main entrance to the village hall. The main entrance features a has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Headteacher will work closely with the Local Authority.

Action Plan

1) To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---|-----------------------------------|-------------------------------|---|
| To liaise with local nurseries and preschools to review potential intake for Sept 16 | identify pupils who may need additional to or different from provision for Sept 16 intake | Sept 2015/2015 | HT EYFS teacher | Procedures/equipment / ideas set in place by Sept 2015. |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing 2014/17 | HT All subject leaders | All policies clearly reflect inclusive practice and procedure |
| To establish closer liaison with parents | Regular parent information meetings- how to help, phonics. Regular opportunities for parents to work in school – volunteer readers and forest school help Invitation to celebration mornings and weekly celebration assemblies. | Ongoing throughout 2015/16. | HT All Teachers | Clear collaborative working approach |
| To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with visual impairment. | To ensure collaboration between all key personnel | Ongoing throughout 2015/16. | HT TAs Outside agencies | Clear collaborative working approach |
| To ensure full access to the curriculum | -A differentiated curriculum with | Ongoing | Teachers | Advice taken and strategies |

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| for all children. | alternatives offered. -A range of support staff including trained teaching assistants -Multimedia activities to support most curriculum areas -Use of interactive ICT equipment -Specific equipment sourced from occupational therapy | | SENCO Special school Ed Psych | evident in classroom practice. ASD children supported and accessing curriculum. |
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SHORT TERM

| Tasks/Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|--|---------------------|---|--|
| To refine analysis of attainment of all SEND pupils. | SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents | Termly | Class teachers SENCO | Progress made towards IEP targets Provision mapping shows clear steps and progress made |
| To monitor attainment of Able, G & T pupils | Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list | Ongoing Annually | Able G&T co-ordinator Class teachers | Able G&T children making proportionate progress. Achieving above average results |

MEDIUM TERM

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| To promote the involvement of disabled pupils in classroom discussions/activities To take account of variety of learning styles when teaching | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) | Ongoing | Whole school approach | Variety of learning styles and multi- sensory activities evident in planning and in the classrooms. Ensuring that the needs of all |
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| | <p>Wheelchair access</p> <p>Screen magnifier software for the visually impaired</p> <p>Features such as sticky keys and filter keys to aid disabled users in using a keyboard</p> <p>Giving alternatives to enable disabled pupils to participate successfully in lessons</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p> | | | disabled pupils, parents and staff are represented within the school. |
| To evaluate and review the above short and long term targets annually | See above | Annually | HT/Staff/ Governors | All children making good progress. |
| To deliver findings to the Governing Body | Finance and Premises and Curriculum Governors meetings | Annually Termly SEN Governor / SENCO meetings | SENCO SEN Governor | Governors fully informed about SEN provision and progress |

2)To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|--|--|---------------------------------|---|
| Improve physical environment of school environment | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | Ongoing | All staff | Enabling needs to be met where possible. |
| Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms and inviting role play areas. | Ongoing | Teaching and non-teaching staff | Lively and inviting environment maintained. |
| Ensuring all with a disability are able to be involved. | Create access plans for individual disabled children as part of targets process. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible. |

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| | Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. | | | |
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SHORT/MEDIUM TERM

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|--|--|
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect to be constantly reviewed | Head Teacher SBM External professionals | |
| Ensuring disabled parents have every opportunity to be involved | <ul style="list-style-type: none"> • identify accessible parking spaces for disabled to drop off & collect children • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents | With immediate effect to be constantly reviewed | Whole school team With immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| To improve community links | School to continue to have strong links with schools in the area and the wider community. | Ongoing | All staff | Improved awareness of diverse abilities in the wider world and Improved community cohesion |
| Continue to develop playgrounds and facilities. | Look for funding opportunities | Ongoing | Whole school approach | Inclusive child-friendly play areas. |
| To ensure driveway, roads, paths around school are as safe as possible. | Shared responsibilities for supervision of pupils | Ongoing | H/T | No accidents |

SHORT/MEDIUM TERM

3) To improve the delivery of information to disabled pupils and parents.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|--|---|-----------|-----------------------|---|
| All parents receive information in format most suitable for them | Regular communication with parents | Ongoing | Class teacher | Two-way communication in place. |
| To ensure all children with ASD/Specific Learning Difficulties have access to the curriculum | Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. | Ongoing | All staff to be aware | Children with ASD/SpLD able to access curriculum. |
| To enable improved access to written information for pupils, parents and visitors. | -Investigate software to support learners with reading difficulties. | | | |

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| | <p>-Raising awareness of font size and page layouts will support pupils with visual impairments.</p> <p>-Auditing the school library to ensure the availability of large font and easy read texts will improve access.</p> <p>-Check signage around the school to ensure that is accessible to all. eg sans serif, clear print, a mixture of upper and lower case letters</p> | | | |
| <p>To review children's records ensuring school's awareness of any disabilities</p> | <p>-Information collected about new children.</p> <p>-Records passed up to each class teacher.</p> <p>-End of year class teacher meetings</p> <ul style="list-style-type: none"> • Medical forms updated annually for all children • Personal health plans • Significant health problems – <p>children's photos displayed on staffroom notice board / info kept in separate file in staffroom.</p> | <p>Annually</p> | <p>Class teachers Outside agencies</p> | <p>Each teacher/staff member aware of disabilities of children in their classes</p> |

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| In school record system to be reviewed and improved where necessary. | Record keeping system to be reviewed. | Continual review and improvement | H/T | Effective communication of information about disabilities throughout school. |
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