

# ROXETH PRIMARY SCHOOL



## Accessibility Plan POLICY

Revised January 2021

### *OUR MISSION STATEMENT*

*Equality, Excellence, Education*

*To educate our children and their families to achieve their full potential*

# ROXETH PRIMARY SCHOOL

## Revised Accessibility Plan 2021

### Aims and Values

Roxeth Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Roxeth Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Roxeth Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of all information necessary for equal access.

The plan is not an independent strategy, but more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology and support services
- Staff training and associated services

It is an integral part of the school improvement plan. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is an action plan showing how the school will address the priorities identified in the plan.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

*"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term<sup>1</sup> adverse effect on his or her ability to carry out normal day to day activities".*

## The purpose and direction of the school's plan: vision and values

The purpose of the school's plan is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

## Audit of existing achievements and provision

### Curriculum

- Data obtained on future pupils to facilitate advanced planning- includes pupils entering the Early Years Foundation stage and those transferring from other schools
- Established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff
- Regular home/ school liaison through home school link book, regular parent teacher meetings
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, literacy and numeracy, motor skills etc.
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science
- Strong links with outside support agencies e.g. educational psychologist, speech and language therapy, CAMHs (Child and Mental Health Services), physiotherapist, occupational health where required
- Consideration of children's preferred learning styles

### Physical Environment

- The infant classrooms are currently arranged to meet needs
- All junior classrooms and all public-access rooms, including front entrance, toilets, library, and hall are on the ground floor, with access.
- A lift gives access to staffroom in Junior building
- There are disabled toilet facilities in the junior building.
- All corridor areas are painted in light colours to provide good contrast for signs/labels.

### Information

- Provision of information to pupils with a disability – this is currently provided by offering one-to one explanation to pupils and their parents and also for access to British Sign Language (BSL) interpreters where needed. If necessary, information could be made available in a range of formats.
- The school makes full use of the skills of support teachers who work with pupils and families who have English as an additional language.
- If necessary, meetings can be arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

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<sup>1</sup> Long term is defined as lasting or likely to last at least 12 months

## Publication of the plan

- The plan will be referred to on the school website.
- The full plan is available from the School Office on request. The full plan is also available in the following formats on request to the Headteacher: email, enlarged print version or other formats by arrangement.

## Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan/ Suitability Survey
- School Brochure

## Evaluation of the Plan

Evaluation will comment on:

- Audit on the main curriculum areas
- Observable changes in staff confidence in teaching and supporting pupils with a disability /range of needs
- Evidence of the greater involvement of disabled pupils in the life of the school
- Progressive improvements to the physical environment of the school
- Information for pupils available in a range of formats

**Date of revised Plan:** Jan 2021

**Date of Next Review:** Jan 2024

**ACCESSIBILITY ACTION PLAN 2021-2024**

<b>Elements</b>	<b>Target Strategies</b>	<b>Who</b>	<b>Timescale</b>	<b>Outcomes</b>
<b>Disability in the Curriculum</b>	<ul style="list-style-type: none"> <li>Review current curriculum to ensure that pupils experience positive role models of disabled people</li> </ul>	SLT	Ongoing	Diversity of curriculum includes positive perceptions of disability
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Continue to develop flexible curriculum provision</li> <li>IEP delivery monitored and evaluated</li> <li>Admissions process will profile new admissions and identify disabled pupils</li> </ul>	SENCO	Ongoing as needed  Ongoing  Ongoing each year	Disabled pupils able to access differentiated versions of the curriculum  Reasonable adjustments made as appropriate  Planned provision and adjustments made where possible
<b>A voice for Disabled pupils</b>	<ul style="list-style-type: none"> <li>Set up School Council+ group for SEND pupil</li> </ul>	SENCO		Pupils empowered in decisions about school life
<b>Removing Barriers</b>	<ul style="list-style-type: none"> <li>Improving the school environment to facilitate access to all aspects of the curriculum:</li> <li>Identify areas to be improved with signage and lighting, prioritise, obtain funding and take remedial action</li> </ul>	GB	Ongoing as funding and need dictates	Appropriate signage and lighting  Access for all
<b>Community Use</b>	<ul style="list-style-type: none"> <li>Ways to gather information on disabled parents and carers will be explored</li> <li>Any community use will take into account access for disabled people</li> </ul>	GB/ SENCO	Ongoing	Access to parents' evenings and school events will be provided  Disabled people are able to access community events taking place within school
<b>Harassment and Bullying</b>	<ul style="list-style-type: none"> <li>Eliminate all harassment of disabled people that relates to their disability</li> <li>Staff training as necessary regarding disability related harassment</li> </ul>	Anti-bullying policy	Ongoing	Respect and understanding towards disabled people across all areas of the school community  Increased awareness and ability to deal with disability –related harassment

<b>Disabled Staff</b>	<ul style="list-style-type: none"> <li>• Adjustments as necessary will be made to allow disabled staff to pursue employment in line with Council guidelines</li> <li>• All job applicants will be treated equally</li> <li>• Keep confidential records of staff disclosures regarding disability</li> <li>• Annual DES consultation with staff</li> </ul>	HT	Ongoing  Summer Term	<p>Accurate and confidential records allow adjustments to be made and provide equality of opportunity within the application process</p> <p>Necessary support and adjustments made where possible for staff</p> <p>As above</p>
<b>Governance</b>	<ul style="list-style-type: none"> <li>• The school will welcome disabled representation on the Governing body</li> <li>• The annual review of the DES will include the Governing body</li> </ul>	GB		DES evaluation and priorities for development are shared with governors
<b>Extra-curricular</b>	Ensure that opportunities for disabled pupils to be involved in extra-curricular activities exist and monitor their use	HT/ SENCO	Ongoing and included in the annual DES review	Disabled pupils are provided with opportunities to participate in extra-curricular activities where it is reasonable and practical to do so