

ROXETH PRIMARY SCHOOL



ACCESSIBILITY PLAN POLICY

Approved by the Governing Body:

February 2024

To be Reviewed: January 2027

OUR MISSION STATEMENT

learning together, making progress, achieving goals

ROXETH PRIMARY SCHOOL

Revised Accessibility Plan

February 2024

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. Our school has implemented this Accessibility Plan in conjunction with our Special Educational Needs Policy, to ensure that pupils have fair and equal access to a broad, balanced and inclusive curriculum. We are committed to providing a supportive environment for all members of the school community – including parents and staff - regardless of special educational need, race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief

We actively promote equality through our curriculum and wider school activities – challenging any form of discrimination that is encountered. By fostering this approach, we aim to raise the attainment and support the personal development of all of our students. We recognise that it is the responsibility of our whole school community to remove any barriers to access, participation, progression, attainment and achievement.

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 is 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
- Special Educational Needs
- Behaviour
- Staff training and associated services

As an integral component 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 our Accessibility Action Plan, demonstrating how the school will address our Accessibility priorities.

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-term¹ adverse effect on his or her ability to carry out normal day to day activities".

Special Educational Needs and Disabilities (SEND)

Government guidance states that:

Special Educational Needs and Disabilities can affect a child or young person's ability to learn. They can affect their:

- *behaviour or ability to socialise, for example they struggle to make friends*
- *reading and writing, for example because they have dyslexia*
- *ability to understand things*
- *concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)*
- *physical ability*

The purpose and direction of the school's plan

The purpose of the school's Accessibility plan is to reduce and eliminate current or potential barriers in pupils accessing the curriculum, in addition to participation in school related activities, for our whole school community.

We ensure our resources and provisions are used effectively and efficiently in order to fulfil our duties outlined above.

This is addressed through the following –

Access to the Curriculum:

- Data obtained on all future pupils to facilitate advanced planning- this 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 and Disabilities (see SEND policy and Information Report)
- Detailed pupil information is given to all relevant staff, with transition meetings at the end of each academic year which ensures key information is passed on and successful provisions are continued
- Regular home/school liaison through a home-school communication book where appropriate, regular parent/teacher meets, support planning meetings and an open-door policy.
- An adaptive curriculum with learning activities created to enable all pupils to feel secure, build confidence and make progress
- Smaller, personalised areas and workstations facilitated, where possible, in individual classrooms for children who require an altered space for learning
- Teaching Assistants deployed to cover a range of curriculum needs, with training provided to support this 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
- Training and learning development provided for staff, which is provided either internally or externally – this ensures that everyone is able and builds confidence to support the learning and progress for children with specific needs.
- Strong relationships are built with external support agencies where required e.g. educational psychologist, speech and language therapy, CAMHs (Child and Mental Health Services), CST, Autism Advisory Service, occupational health, counselors and other organisations.

¹ Long term is defined as lasting or likely to last at least 12 months

- Consideration of children's preferred learning style
- We endeavour to support all children with SEND to be educated alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO and SLT will meet with the child's parents for flexible arrangements to be made.
- The curriculum is reviewed by SLT in order to ensure that is accessible to all pupils regardless of difference.

Access to Physical Environment:

- The infant classrooms are currently arranged to meet accessibility needs – no lift access
- All junior classrooms and all public-access rooms, including front entrance, toilets, library, and hall are on the ground floor, with wheelchair access.
- A lift gives access to the staffroom and music room in our Junior building
- There are disabled toilet facilities in the junior building.
- Meetings are located in areas which are accessible to parents or carers based on their own physical disabilities.
- All corridor areas are painted in light colours to provide good contrast for signs/labels.
- Those who teach or work with children who have a hearing impairment know how to use the provided ALDs.
- Children who need a writing slope, technology, coloured writing paper or reading overlays, or other accessibility adaptations are provided with what is needed.

Access to Information

- Provision of information to pupils with a disability – this is currently provided by offering one-to-one explanation to pupils, with Teachers and Teaching Assistants informed in depth of a child's needs, with training provided to enhance the support that they provide. There is also access to British Sign Language (BSL) interpreters and borough provided training to those who wish to extend their BSL knowledge.
- If required teachers print the lesson presentation (e.g. ICT presentation) so that children with visual impairments can have access to this, at hand, during the teaching input.
- If necessary, information could be made available in a range of formats. The school provides extensive visual support to pupils with communication needs, such as individual timetables and signage.
- The school makes full use of the skills of staff who work with pupils and families who have English as an additional language.
- Where necessary, meetings are arranged to ensure that parents have access to information to enable the pupil to participate fully in the life of the school. Interpreters are booked where needed.

Publication of the Accessibility 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
- Special Educational Needs Information Report
- 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

Approved by the

Governing Body: 01.02.2024

Review Date: January 2027

Elements	Target Strategies	Who	Timescale	Outcomes
Disability in the Curriculum	<ul style="list-style-type: none"> Review current curriculum to ensure that pupils experience positive role models of disabled people 	SLT	Ongoing	Diversity of curriculum includes positive perceptions of disability
Teaching and Learning	<ul style="list-style-type: none"> Continue to develop flexible curriculum provision 	SENDCO, SLT, all teaching staff and teaching assistants	Ongoing as needed	Disabled pupils and pupils with SEND able to access adapted versions of the curriculum
	<ul style="list-style-type: none"> Support Plan delivery is implemented, monitored and evaluated 	SENDCO, SLT, all teaching staff and teaching assistants	Ongoing	Reasonable adjustments made as appropriate
	<ul style="list-style-type: none"> Admissions process will profile new admissions and identify disabled pupils and those with SEND, and relay relevant information to all involved in the child's education 	Admin staff, all school staff relevant to child.	Ongoing	Planned provision and adjustments made where possible
A voice for Disabled pupils and those with SEND	<ul style="list-style-type: none"> Set up Wellbeing Action Group for staff and students 	SENDCO/Senior Mental Health Lead, SLT	Begin in Academic Year 23-24	Pupils empowered in decisions about school life
Removing Barriers	<ul style="list-style-type: none"> Review and improvement of the school environment to facilitate access to all aspects of the curriculum, including: Identifying areas to be improved with signage and lighting, prioritise according to upcoming need, obtain funding where needed and take remedial action 	GB	Ongoing as funding and need dictates	<p>Appropriate signage and lighting</p> <p>Appropriate learning environments provided to individual need</p> <p>Access for all</p>

Community Use	<ul style="list-style-type: none"> • Ways to gather information on disabled parents and carers will be explored • Any community use will take into account access for disabled people 	GB/ admin staff/SLT	Ongoing	<p>Access to parents' evenings and school events/meetings will be adapted where needed</p> <p>Disabled people are able to access community events taking place within school</p>
Harassment and Bullying	<ul style="list-style-type: none"> • Eliminate all harassment of disabled people, those with difference and those with SEND, in particular where it relates to their individual circumstance • Staff training as necessary regarding harassment 	Anti-bullying policy SLT/ Senior Mental Health Lead/ SEND CO	Ongoing	<p>Respect and understanding towards disabled people, those with SEND and those with difference, across all areas of the school community</p> <p>Increased awareness and ability to deal with harassment</p>

