

## Rosherville Church of England Primary Academy

*At Rosherville we embrace the Christian ethos, within a nurturing environment where everyone can 'ASPIRE, BELIEVE and ACHIEVE'*

Accessibility Plan			
Date	Review Date	Coordinator	Responsible Body
September 2019	September 2020	Headteacher	Local Governing Body

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. Rosherville Church of England Primary Academy defines equality in line with the Equality Act 2010 and recognises the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

**Rationale:** to demonstrate how access to the school is provided for disabled pupils, staff and visitors in line with the Equality Act 2010 and how we are working towards improving the accessibility of our school. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Aims:

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- To advance equality of opportunity to all regardless of ability or disability.
- To foster good relationships between the whole school community regardless of ability or disability.

## **Guidelines:**

This plan sets out further proposals of the school to increase access to education or usage for all disabled pupils or persons in the three areas required 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 of information to disabled pupils in an appropriate format.

## **The School's Context:**

- We are part of the Aletheia Anglican Academies Trust providing for children aged 4 to 11 years. The school is comprised of one original Victorian building housing: one classroom, a kitchen, a hall, offices, additional small support rooms and toilets. In addition there are 5 mobile classroom units. The overall site is limited, with a playground fronting the original building and a field at the rear. The original building and outdoor areas have level access, however, the mobile units are only accessible by flights of stairs of approximately 5 steps. There is no other method of access to these units.
- The playground is accessible from the original school building and through the gates at the front of the building.
- There is a toilet with disabled access which is accessible on a level surface from the playground, field and original school building.

The Accessibility Plan contains relevant actions to:

- Improve awareness of Equality and Inclusion
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- 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 those without a disability. (If a school fails to do this then they are in breach of the Equality 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the quality of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This should be read in conjunction with the following school policies and documents: Special Educational Needs and Disabilities (SEND), Behaviour, Curriculum, Health and Safety, Teaching and Learning, School improvement Plan, Equality, Fire and Emergency procedures.

Targets	Strategies	Outcome	Timeframe	Progress
<b>Equality and Inclusion</b>				
Accessibility Plan becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required docs for Term 1.	Adherence to current legislation.	Annually	Reviewed at Board of Governors meeting September 2019
Improve identification and monitoring processes for SEND	Recruitment of experienced SENCo.  Attendance at pre-school transition days/liaison with previous providers to ascertain needs of new intake.	Improved outcomes for children with SEND.  Increase awareness and preparation for new joiners.	September 2019  Term 5 and throughout the year as required.	Dedicated SENCo time in place – minimum of one day a week.  New process implemented in Term 1. To be reviewed and revised by SENCo/Headteacher.
Raise awareness of equality and disability issues	Revision of processes for the graduated response for SEND.	Reduction in barriers to learning for all children.	Term 1	Monitoring plan in place September 19.
Staff training audit	Taught PSHE and RE curriculum as well as outside visitors.  Provision of training to meet the needs of all.	Whole school community aware of issues relating to access.  Raised awareness of equality and inclusion and better outcomes for children with SEND.	Throughout the year. Monitoring in line with whole school monitoring timetable.  Term 1 and training ongoing.	
Relevant and compliant Inclusion and Equal Opportunities policies.	Review policies with staff and governors	Policies reflect adherence to current legislation	Term 2	SENCo/Headteacher to liaise with other Trust schools.

<b>Physical Environment</b>				
<p>Ensure that all areas of the school and grounds are accessible for all children and adults or that alternative arrangements are in place.</p> <p>Continue to improve the physical environment for all.</p>	<p>Liaise with Specialist teaching service, Therapy teams and other outside agencies as appropriate to make necessary adaptations to the environment.</p> <p>Governors audit school environment.</p>	<p>Any modifications needed will be agreed by the FGB and funding made available to enable them to be made and ensure access for all.</p>	<p>Adaptations ongoing dependent on need.</p> <p>Term 1.</p>	<p>Governors/Headteacher/SENCo</p>
<p>New build project is fully accessible to everyone.</p>	<p>Project planners and managers ensure full compliance.</p>	<p>Any new construction will be fully accessible.</p>	<p>In line with any new build project.</p>	<p>Governors/Headteacher</p>
<p>Disabled parking available</p>	<p>Parking space to be made available through the school Office Manager if parking is required.</p>	<p>All visitors to the school are able to park on site in a suitable space.</p>	<p>Ongoing</p>	<p>All staff advise visitors of parking arrangements prior to visit.</p>
<b>Curriculum</b>				
<p>Improve quality first teaching and ensure impact of interventions.</p>	<p>Review the needs of individual pupils and ensure appropriate provision is in place.</p> <p>Monitor and review the impact of quality first teaching strategies and interventions.</p>	<p>Pupils meet termly targets set on personalised plans/provision maps and are on track to meet outcomes.</p> <p>Interventions are appropriate and show impact.</p> <p>All staff are trained and confident with</p>	<p>Ongoing and as required.</p> <p>Personalised plans reviewed and shared with parents at least 3 times per year.</p> <p>Monitoring in line with whole school monitoring timetable.</p>	<p>New SENCO in place April 2019 to monitor needs and provide/source training.</p>

	Provide relevant training where necessary.	issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognize that this is an ongoing process, and that needs and expertise will change with specific needs and time.		
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing and as required	All staff make adjustments to ensure that all pupils have access to out-of-school activities.
Independence and participation of all pupils and adults is promoted through classrooms which are optimally organized and all appropriate additional equipment is provided.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases, for example access to ICT.	Learning is accessed without the frequent need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually.  Ongoing dependent on needs.	All staff make adjustments to ensure that all pupils have access to classroom activities.
Ensure that pupils with visual or hearing impairment are able to access relevant materials.	Work with the Specialist Teaching Service where appropriate to access specialist equipment and advice on the adaptation of materials.	Individual pupils will be able to access the full curriculum.	Ongoing dependent on needs.	SENCO as required.

<b>Written/Other information</b>				
Make available school brochures, school newsletters and other information to parents/carers in alternative formats.	Convert written documents to make them accessible in a range of languages.  Provide support from members of staff to read/explain written material to parents/carers.	Those with individual needs have full access to information about the school and are kept well informed.	Ongoing and by request.	Parents/carers have full access to documents required to keep them well informed about the school.

<b>Lead member of staff:</b>	Headteacher/SENDCo		
<b>3 year period covered by the plan:</b>	2019 - 2022		
<b>Plan Review:</b>	September Annually		
<b>Headteacher</b>	Justine Roddan		September 2019
<b>Chair of Governing Body:</b>			September 2019
<b>Next Review:</b>	September 2020		