



Rosherville Church of England Primary Academy

*At Rosherville we embrace the Christian ethos, within a nurturing environment where everyone can 'ASPIRE, ACHIEVE AND ACCOMPLISH.'*

Accessibility Plan 2015 - 2018			
Date	Review Date	Coordinator	Responsible Body
January 2016	September Annually	Headteacher	Local Governing Body

**Rationale:**

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.

**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:

From September, 2002 the Governing Body must fulfill three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4)

- 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.

Disability as defined by the DDA is

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”

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 a Rochester Diocesan Academy for children aged 4yrs to 11yrs. The school is comprised of one original Victorian building housing one classroom, a kitchen, offices, and additional small support rooms. 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.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001) SEN & Disability Act 2001 The SEN Revised Code of Practice 2014
- The Disability Discrimination Act 2010 Code of Practice for Schools (Disability Rights Commission)
- Ofsted and SIAMS inspection frameworks

The Accessibility Plan will contain 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.

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	Agenda item 4.2.16
Training to raise awareness of equality and disability issues.	Discuss perception of issues staff/governors to determine the current status of school. Provide training for Governors, staff pupils and parents.	Whole school community aware of issues relating to access.	Discussion to be held by July 2016. Training to be ongoing.	Termly briefings with SENDCo/ staff meetings
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to	Review policies with staff and governors	{Policies reflect adherence to current legislation	June 2016 or earlier if new legislation	Inclusion policy review date June 2016

all pupils.				
<b>Physical Environment</b>				
Ensure that all areas of the school and grounds are accessible for all children and adults or that alternative arrangements are in place. Continue to improve the physical environment for all.	SEN staff to complete an annual audit of accessibility to the school building and grounds and make an action plan. Governors to check action plan and monitor, evaluate and review the process.	Any modifications needed will be agreed by the FGB and funding made available to enable them to be made and ensure access for all.	Term 1. Annual audit to be completed. Term 2. Authorisation by FGB Term 3. Work completed.	School building and grounds not all fully accessible due to unalterable stairs. However, make changes if needed to classes where possible when the need arises., eg. Pupil breaks leg
Ensure that any proposed 'new build' project is physically accessible to everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	In line with any new build project.	NA to date
<b>Curriculum</b>				
Teachers to be trained in addressing the different aspects of SEN pupils	Review the needs of individual pupils and provide relevant training.	All staff are trained and confident with 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.	Ongoing and as required	Precision teaching SALT Educational Psychologist Numicon
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	Adjustments are made to ensure that all pupils have access to out-of-school activities.
Classrooms are optimally organized and all appropriate additional equipment is provided to promote the independence	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually. Ongoing.	Adjustments are made to ensure that all pupils have access to classroom activities.

and participation of all pupils and adults alike.	individual class bases, for example access to ICT.			
<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 as required or by request.	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. Eg. The website converts all documents into various languages.
To continue improving communication for any hearing impaired member of the school community.	To ensure that adjustments are made for these members of the school community to be kept well informed.	All members of the school community are able to access verbal information.	Ongoing and by request.	NA at present

<b>Lead member of staff:</b>	Headteacher/SENDCo		
<b>3 year period covered by the plan:</b>	2015-2018		
<b>Plan Review:</b>	September Annually		
<b>Headteacher</b>	Denise Williams		September 2016
<b>Chair of Governing Body:</b>	Jean Craig		September 2016
<b>Next Review:</b>	September 2017		

