



## ROCKLAND ST MARY PRIMARY SCHOOL

### ACCESSIBILITY POLICY

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## **Aims**

Rockland St Mary Primary School is proud to be an inclusive school.

We are able to offer access to the full curriculum for children who have a physical disability. The aims of this Accessibility Plan are to ensure that Rockland St Mary Primary School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to 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 time frame.

## **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day-to-day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

## **Accessibility Policy 2022-23**

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. To help draw-up an accessibility plan, an audit of the accessibility of the building was carried out. This helped to identify and

prioritise access issues around the physical environment. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The School's complaints procedure covers the Accessibility Plan.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Increase access to the curriculum for pupils with a disability</b>	Our school offers a differentiated curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the curriculum.	All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.	The curriculum will be continually adapted in response to changing needs as informed by the school SENDCo.	SENDCo and Class Teachers	Ongoing	Pupils with a disability make expected or better progress.
	Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs.	All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils.	Plan and deliver bespoke training opportunities with outside agencies when the need arises.	SENDCo and Class Teachers	Ongoing	Staff are confident in using suggested strategies, pupils benefit from an adapted and differentiated curriculum appropriate to their needs.
	The curriculum is reviewed to ensure it meets the needs of all pupils.	PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.	Recommendations from external services continue to be actioned (ATT, OT) Alternative and adapted equipment to be purchased if necessary.	SENDCo, Trust SENDCo and PE Subject Leader	Ongoing	All pupils have the opportunity to access appropriate PE activities.
<b>Improve and maintain access to</b>	The environment is adapted to the needs of pupils as required. This includes:	Pupils with specific needs have the appropriate equipment and furniture in place to	Collate information from nurseries and external agencies to ensure that the	SENDCo, Trust SENDCo	Ongoing	Pupils will have full access to the physical school environment. They

<b>the physical environment</b>	<ul style="list-style-type: none"> <li>• Audio sound field</li> <li>• Writing slopes</li> <li>• Chair cushions</li> <li>• Corridor width</li> <li>• Accessible parking bays</li> <li>• Accessibility toilets</li> </ul>	allow them access to their lessons.	necessary equipment is purchased in time for child starting school			will not be limited in choice they have for activities.
		Personal evacuation plans for identified vulnerable pupils.	Develop evacuation plans for specific pupils. Forms are held by SENDCo and brought to the evacuation point.	SENDCo and class teacher plus 1:1 TA's	Ongoing	Pupils will be aware of the procedure to be followed. They will know who their trusted adult is who they will work with.
		Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room	Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms.	Class teachers and TA's Caretaker	Ongoing	All identified pupils are seated appropriately in rooms to ensure maximum access within each room.
		To ensure that all buildings and rooms allow independent access for all.	Ensure total compliance with building and DDA regulations.	SET H&S Officer Caretaker	Ongoing	All pupils are able to independently access all areas of the school.
<b>Improve the delivery of information to pupils with a disability</b>	<p>Our school will use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Soundfield systems</li> </ul>	All pupils will have a personal profile plan that should be used to help them to make the progress.	Meet with parents (& pupils) to ensure that needs are clear, communication and strategies methods are in place.	SENDCo and class teacher plus 1:1 TA where relevant	Ongoing	Staff will be fully equipped with the right strategies to support pupils with disabilities
		All staff to receive specific training regarding disabilities, gender/other as req's	Ensure compliance and be supported in understanding how to manage, adaptations required.	Class teachers and TA's Caretaker	Ongoing – SET are to make training available to all via IHASCO (online)	
Additional	Only staff with specific permission will have	To minimise prejudice yet ensure provision is appropriate.	HR recommendation	H Boag J Brown	Ongoing	

	access to staff files via HR & I Trent					
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### Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

### Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Management Policy
- Health and Safety Policy
- Equality information and objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs and/or Disability Policy

## Accessibility Audit

### Curriculum Access

Issue	Green	Amber	Red	Comments
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Via SENDCo, SET SEN lead, Willow Tree
Do all staff seek to remove barriers to learning and participation?				
Is teaching and learning appropriately differentiated to meet individual needs so that children make good progress				Personal profiles in place Reviewed and updated.
Are all children encouraged to take part in music, drama, physical activities				
Do staff provide alternative ways of providing access to experiences?				
Do all staff recognise, understand and allow for additional planning for children with specific needs.				And involve 1:1 TA's knowledge of child.
Are all staff encouraged to recognise and allow for additional time required by some and for the use of equipment in practical sessions?				
Do you provide access to technology where relevant?				
Do you provide staff with training so that they are familiar with technology to assist pupils?				
Are school visits made accessible to all children irrespective of need?				Individual RA's put in place where req'd and additional staff deployed

### Physical Access

Issue	Green	Amber	Red	Comments
Is furniture and equipment selected, adjusted and located appropriately?				
Do you have evacuation plans for specific pupils?				Verbal but not recorded
Do furniture layouts allow easy movement for pupils with disabilities?				Adapted as req'd
Are quiet rooms/calming rooms available?				Library area
Are car park spaces reserved for disabled people near the main entrance?				No parking spaces are labelled. Spaces are few.
Is it possible for wheelchair users to get through the main door unaided?				All have to be buzzed in. Gate is not accessible for users of wheelchairs assistance would be required. <b>High handle into the Nursery building.</b>
Do all internal doors allow a wheelchair user to get through unaided?				Yes, but corridor width is tight.
Do all corridors have a clear unobstructed width of 1.2m?				
Is there access to a wheelchair accessible toilet?				Staff toilet near front of school.
Is it possible for a wheelchair user to use all the fire exits from areas which they have access?				A personal evacuation plan would be prepared with a buddy system.
Are non-visual guides used to assist people to use the buildings?				Would take steps if pupil req'd. Visiting adults would be accompanied.
Is a hearing loop available?				No current need.
Do emergency alarm systems cater for those with a hearing impairment (eg flashing lights)?				But personal evacuation plan would be instigated

Issue	Green	Amber	Red	Comments
Do you have arrangements to provide information in simple language, symbols, large print, on audiotape, in Braille?				No but would be made available if req'd
Do you have the facilities such as ICT to produce written information in different formats?				No but would be made available if req'd
Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all?				Information could be adapted if req'd.

