



Rothersthorpe CE Primary School



Accessibility Plan 2023-2026

Everyone is valued as an individual
'Love your neighbour, as yourself (Mark 12:31)

DATE OF REVIEW: September 2023

DATE FOR NEXT REVIEW: September 2026

Rothersthorpe CE Primary School is part of 'Innovate Multi Academy Trust'

Introduction

The Single Equality Act came into place in October 2010 and brought together the duties that were already set out in our Race, Disability and Gender policies into one Single Equality Duty. The Single Equality Act combines the existing three duties into one new Equality Duty that covers all seven of the equality strands: age, disability, gender, gender-identity, race, religion or belief and sexual orientation.

This plan is written to address the responsibilities of the school in relation to disability. Further information regarding the school's commitment to the other equality strands can be found in the school's Single Equality Policy.

In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

This Accessibility Plan is part of the school's Single Equality Scheme which also includes an overarching Single Equality Policy and Self Evaluation Framework and resulting actions to be incorporated into the School Improvement Plan.

Objectives

To ensure that all learners have equal access to a rich, broad and balanced curriculum.

- To treat disabled pupils fairly.
- 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 Trust and Local Governing Body of Rothersthorpe CE Primary School to increase access to education for disabled pupils in three of the areas required by the Single Equality Policy.

- 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 information which is provided in writing for pupils who are not disabled.

At Rothersthorpe CE Primary School we aim to provide an environment where every child has the confidence to strive for the highest possible standards and personal and academic achievement. Our commitment to an inclusive environment for staff, pupils, parents, carers, governors and other stakeholders is at the heart of our vision and values.

Rothersthorpe CE Primary School has high aims for all pupils, of all abilities, to participate in every aspect of school life, and to achieve their full potential. Our school vision is that *'Everyone is valued as an individual' - 'Love your neighbour, as yourself'. (Mark 12:31)*

In order to achieve this we are committed to identifying and removing barriers to learning to ensure that:

- Disabled pupils are not treated less favourably.
- Adjustments are made to lessen any disadvantages.
- Access to education for disabled pupils is monitored and developed.

Definition:

The Disability Discrimination Act (DDA) defines a disabled person as someone who had 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 includes:

- A hearing or visually impaired person
- A person with a physical disability
- A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other on-going condition such as colitis.
- A person with an autistic spectrum disorder (ASD)
- A person with Down's syndrome.
- A person with dyspraxia
- A person with ADHD
- A person with dyslexia

This list is not exhaustive but are the main examples as given in the guidance, 'Promoting Disability Equality in Schools', p26, (DES 2006)

We recognise that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for Special Educational Needs. This means that disabled pupils may, or may not, have Special Educational Needs.

The school is committed to inclusion, the removal of barriers to learning and increasing access for disabled pupils in order to improve outcomes. This is driven by the National Curriculum Inclusion Statement which states that it is schools' responsibility to:

'provide a curriculum that meets the specific needs of individuals and groups of pupils.'

Therefore, the school follows these key principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

Information from pupil data and school audit

Rothersthorpe CE Primary School is a 0.5 form entry school with 4 classes which are mixed aged. Class teachers are well supported by teaching assistants who are deployed throughout the school.

At present these needs can be categorised as follows:

COG – Cognition & Learning Needs – Specific Learning Difficulties e.g. dyslexia / Moderate Learning Difficulties

CI – Communication & Interaction Needs – Autistic Spectrum Disorder / Speech Language and Communication Needs

BES – Behavioural, Emotional and Social Development Needs

SIP – Sensory and/or Physical Needs – Visually Impaired / Hearing Impaired / Physical Development

Due to the small numbers of children, this policy does not set out the numbers of children with each learning need as doing so may enable individual children to be identified. In addition, some children have complex needs which cannot be grouped in to any one category.

The main priorities in the school's plan:

Increasing the extent to which disabled pupils can participate in the school curriculum.

Staff are specially trained and/or experienced in meeting the needs of the pupils. In addition, all staff are kept up to date with developments and training.

Pupils with Special Educational Needs may have a personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Support may include Speech and Language Programmes, Occupational Therapy Programmes, and social skills programmes. Resources are updated with the needs of the pupils in mind, such as the use of coloured overlays, speech and language therapy materials, IT devices and resources and literacy and numeracy schemes to support multisensory learning.

Improved outcomes for children underpin all school improvement priorities through Every Child Matters, to overcome barriers and our commitment to equal opportunities and access for all

All children's progress is monitored termly through data, Targets for Inclusion Plans and at pupil progress meetings between the Head Teacher, SENCO, SEN Teacher and class teachers. Individualised tracking systems are used for all pupils regardless of ability, and high expectations are maintained for all.

Provision maps are updated termly to show support given for individual pupils in their year groups. Health Care

Plans are in place for specific children with disabilities.

Future Developments

- ❖ To continue to ensure that disability equality issues are incorporated into the planning and learning across the curriculum.
- ❖ To continue to ensure that staff working with children with disabilities receive appropriate training and support to enhance children's access to the curriculum, develop their independence and promote social inclusion.
- ❖ To continue to train all staff on the resources available to support pupils, with specific training for teaching assistants to carry out programmes to support English, Maths and PSHE.
- ❖ To continue with monitoring of provision maps and their impact on outcomes for pupils.
- ❖ To continue to ensure high expectations for all pupils with use of appropriate methods of monitoring progress and target setting
- ❖ To continue to ensure Provision Maps reflect appropriate deployment of learning support. Data is used effectively and staff with specific training are shared across the school.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- ❖ To continually review access arrangements to all areas of the School and Village Hall for physically disabled pupils
 - ❖ To continually review access to the Y3/4 class mobile for physically disabled pupils
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❖ **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

At Rothersthorpe CE Primary School we are committed to ensuring that disabled children can access all information. We identify barriers and put in place appropriate resources such as:

- ❖ Visual timetables and Story Boards are provided for classes and individuals.
- ❖ Worksheets/books are provided with cream paper and/or different coloured overlays specific for individual children where needed. This is also available for tests.

Staff working with children with disabilities are trained and/or aware of adjustments that may need making – such as simplifying language, use of whiteboards for planning and breaking down information, pre-teaching of vocabulary, altering interactive whiteboards accordingly.

Ensure that when reviewing our Inclusion Policy we take account of developments which may improve access to the curriculum for pupils with learning difficulties.

Ensure when the school is developing its assessment, marking and teacher feedback policies to take into account pupils with disabilities/learning difficulties:

This may include:

- ❖ Recording information for pupils with learning difficulties or hearing impairments
 - ❖ Enlarged print for visually impaired pupils, and other stakeholders
 - ❖ Simplified language
 - ❖ Using pictures / symbols
 - ❖ Identifying the appropriate format to use when presenting information in conjunction with pupils and parents
 - ❖ The school will continue to explore and develop different formats as a matter of course
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- ❖ Improving the format of and accessibility to assemblies and presentations

❖ Accessibility Checklist

Item	
Is the school accessible by public transport?	√
Is the school accessible by taxi – right to the door?	√
Is there wheelchair access at the main entrance? If not is there an alternative wheelchair entrance nearby?	√
Are there steps or raised area going up to the building or is the door at pavement level?	√
If one is needed, is there a platform lift or a ramp suitable for wheelchair users?	N/A
If there is a ramp, how does the wheelchair user signal that he/she needs assistance?	N/A
If there are steps, how many steps and is there a hand rail? (In addition to a ramp / lift)	N/A
Is the building easily found? (Good signage / large logo outside?)	√
Is the bell / buzzer / intercom at a suitable height for a wheelchair user and clearly distinguishable with audible and visual indication?	No visual indication
What sort of door is there? Automatic doors are ideal. Manual doors should have kick plates and distinguishable and easy to grip handles at an accessible height for wheelchair users. If there are double doors, these should be individually opened.	Manual door, assistance available via intercom to wheelchair user
Is there parking available near the school and are there any restrictions?	There is a disabled parking space on site.
Are visitors informed where the nearest car parking for disabled badge holders is and provided with specific distances and a map in advance?	There is a disabled space is available on site.
How far is the car park from the school?	On school grounds
If Reception is above or below entrance level, is there a lift? (other than a service lift)	N/A
What alternative is available if this lift is out of service?	N/A
Is the height of the reception desk accessible for wheelchair users?	√
Are there chairs available for visitors if they are kept waiting in the Reception area?	√
Are routes to rooms well signed and easy to follow?	√
Are all routes wheelchair friendly with corridors at least 1.5m wide?	√
Are corridors free from boxes and other barriers to ensure the safety of visually impaired pupils and visitors?	√
Are all floors non-slip and carpets and mats well laid to ensure that mobility is not restricted?	√

Item	√
Are there ramp facilities for internal steps?	No internal steps
Do all staircases have hand rails on both sides?	N/A
Is signage kept simple and short with good contrast lettering (e.g. black on white or yellow background)? Are symbols used in addition to words?	Review
Are lift doors wide enough for a wheelchair?	N/A
Are there controls for the lift at a height suitable for wheelchair users?	N/A
Are there Braille and tactile buttons and visual floor indications?	X
Is there an audio floor indication?	X
Are assistance dogs allowed in school?	√
Does the school provide water for assistance dogs?	√
Is there an adequate area for assistance dogs to be exercised?	√
Are disabled toilets on the same level as the main rooms?	√
Is there a minimum of one accessible toilet available at all times?	√
Are doors to accessible toilets at least 925mm wide and without door closers fitted?	√
Is there enough space to manoeuvre a wheelchair within the toilet?	√
Are the fittings in the toilet, including the sink and support rail accessible for someone sitting on the toilet?	√
There should be no lid on the toilet?	√
Is there a lever lock? (This is preferable to a rotating lock)	√
Is there an emergency cord (accessible from the toilet and the floor)?	√
Are induction loops available	√
Are lights adjustable? (transitions from dark to light should be gradual for people with visual impairments.)	X
Is there a school emergency procedure?	√

Item	✓
Are there procedures in place for evacuating disabled people, including wheelchair users in an emergency?	✓
Will staff be available to evacuate wheelchair users and have these staff had appropriate training?	X Staff would be involved in the evacuation of pupils, but no training has been received.
Are there fire alarms that are visible / audible (i.e. flashing lights) to all? Is this available in all areas of the building including the toilets?	X Audible alarms in the school. There is a visible fire alarm in the school hall. Therefore visitors to the school should always be accompanied by a member of staff. Disabled toilet has audible and visual alarm.
<p>Are physically disabled staff and pupils able to access all areas of the school building and site?</p> <p>Access to the Y3/4 class mobile is via a pathway with staggered steps and there are also steps at both entrances to the mobile. This class is not currently accessible for a wheelchair user.</p> <p>There are three steps at the back of the school next to class 4 which are not accessible for a wheelchair user. A wheelchair user however can still gain entrance to the main school building from the playground via the ramp entrances in class 1, class 2 and class 4, or even the grass slope from the field, although it is rather steep.</p>	<p>X</p> <p>If a staff member or pupil was a wheelchair user a review would take place regarding access to the mobile classroom and steps at the back of the school building.</p> <p>Y3/4 could swap classes to the main building – No cost</p> <p>Or</p> <p>Ramps could be fitted to the fire exit of the mobile and steps at the back of the school building near class 4. This would incur costs.</p>

See Separate Accessibility & Equality Plan for specific objectives each year.