

LEARNING & INCLUSION GUIDANCE

Accessibility Plan

Responsible Officer

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Accessibility Plan

2016 to 2019

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils;
and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Rushcombe First School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy* and related *SEN information report*;
- *policy for Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives

It should also be read alongside the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum information and guidance
- Health & Safety Policy (including off-site safety)
- Inclusion Policy
- School Development Plan
- Staff Development details

3. Our vision and aims

Rushcombe First School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Rushcombe First School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Rushcombe First School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive IT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, for example Numeracy and Literacy
- providing a differentiated curriculum as required
- offering a training to staff where necessary so that staff are knowledgeable about the needs of children in their class
- organising classrooms so that they promote the participation and independence of all pupils

Physical Environment

Rushcombe First School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances
- providing an accessible toilet
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of blinds in classrooms
- removing and fixing of potential trip hazards and keeping floor spaces uncluttered
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible

Information

Rushcombe First School already makes written information more accessible to disabled pupils through:

- using social stories and picture symbols to explain school rules for pupils who benefit from this
- using multimedia including IT equipment to enable all pupils to participate in learning activities

5. Implementation

Our Accessibility Plan shows how access to Rushcombe First School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Rushcombe First School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Rushcombe First School's Accessibility Plan will be implemented by Mrs Mary Joint, Inclusion Leader.

Sufficient resources will be allocated by Rushcombe First School to implement this Accessibility Plan.

6. Monitoring

The Rushcombe First School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Body's Buildings and Environment Committee.

The governing body will monitor Rushcombe First School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Rushcombe First School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Rushcombe First School Complaints Procedure covers the Accessibility Plan.

This policy was agreed and adopted on 22nd November 2016

Review date: September 2019

Accessibility Plan 2016-2019 (Reviewed Autumn 2016)

Target	Strategy	Outcome	Timing	Achievement
<p>All children are able to access the curriculum effectively with appropriate support from teachers and teaching assistants</p>	<p>Development of a new approach to differentiation, enabling all children to select the level of challenge they are ready to engage with</p> <p>Staff receive training about the needs of children as they arise, so that they are knowledgeable in terms of strategies to support them</p> <p>A range of out of school activities are developed to provide opportunities for all children to participate</p>	<p>Children have increased ownership of their learning and are challenged at appropriate levels</p> <p>Staff have an understanding of the needs of children</p> <p>All children are able to access a range of out of school activities if desired</p>	<p>On-going</p>	<p>Access to learning opportunities in and out of school time for all children</p>
<p>Classrooms are well organised and equipped to promote the participation and independence of all pupils</p>	<p>Teachers are aware of the needs of pupils and review the organisation of the classroom to take into account these needs</p> <p>Signage to include picture prompts where appropriate</p>	<p>Classroom layout promotes ease of movement for all pupils</p> <p>Additional signage is used as appropriate</p> <p>Resources are accessible with minimal adult intervention</p>	<p>On-going</p>	<p>Better access to environment for all children</p> <p>Increased pupil independence</p>

Accessibility Plan 2016-2019 continued...

Target	Strategy	Outcome	Timing	Achievement
Additional resources are available to support children	<p>Where appropriate furniture purchased to facilitate pupil independence</p> <p>Where appropriate, additional resources such as sloping boards wobble cushions, specialist pencils or grips are provided for use</p> <p>Improvements to storage to enable easy access to resources and facilities</p>	<p>Special furniture and equipment is available as required to enable access for all children</p> <p>Increased organisation / access to resources and facilities</p>	<p>As required</p> <p>Autumn 2016</p>	<p>Increased pupil independence</p> <p>Increased organisation/access to resources and facilities</p>
School information such as prospectus, newsletters are made available in alternate forms to parents if requested.	<p>Use of IT to increase access to school information</p> <p>Use of language in SEND documentation to be reviewed (SEND Information Report)</p>	School information is available to all	<p>On-going</p> <p>Completed with parental involvement July 2016</p>	Improved communication