

# Accessibility Plan

<b>Responsible Person:</b>	Mrs Linsey Hancock
<b>Last review:</b> 1.9.2019 – updated September 2020	<b>Next Review:</b> 01.09.2021

	<b>Who</b>	<b>How</b>	<b>When</b>
<b>Ratified</b>	Governing Body	Governing Body Meeting	November 2019
<b>Monitoring</b>	Mrs Caroline Mahon/ Governing Body		Ongoing
<b>Evaluation</b>	Mrs Caroline Mahon/ Governing Body		Annually at the start of each academic year

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, any Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- to not treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities, which is subsequently replicated in the Equality Act 2010

At Rushcombe First School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a copy of the school's current action plan showing how the school will address the priorities identified in the plan.

**Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

“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.”

**Key Objective**

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for students, prospective students, staff and visitors with a disability.

**Our Aims**

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas, in line with the Equality Act 2010:

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled students can take better advantage of education, facilities and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors of information that is provided in writing for students and adults who are not disabled.

**Action Plan**

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above.

- Curriculum Access
- Physical Access
- Access to Information

Note that these plans also have an action required section with future planned action detailed.

Evaluation of the progress of the plan will be made by the governing body through an annual report by the Staffing Finance & Premises Committee/s

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

**Curriculum Access**

Statement	Evidence	Action Required/ <i>When?</i>
Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice as required.	Records for individual and whole school training; CPD file.	As and when necessary
Classrooms are optimally organised for disabled pupils	Classroom spaces - staff will consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.	In place
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs.	Lesson observation records. Lesson Planning Progress Plans	In place
All staff have high expectations for all pupils	Lesson Observations, tracking & target setting in place.	In Place
All pupils are encouraged/supported to take part in all activities across the curriculum.	Full inclusion, extra-curricular/opportunities clubs, etc.	In place
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. ALL risk assessments include information re. Disabled pupils. Health and Safety policy	In place
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport		As and when necessary
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, Progress Plans, Time to Talk meetings, Assemblies and participation of children in all AR review meetings (Child Centred Reviews)	In place

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

**Physical Access**

Statement	Evidence	Action Required/ <i>When?</i>
<p>Access to most classrooms, hall, playground &amp; field allows free movement for all pupils. There are no barriers to access caused by doorways.</p>	<p>There are double doors or doors wide enough to accommodate a wheelchair if required. Entry to all year bases enables wheelchair access</p>	<p>To be aware that there is a small single step between classrooms in Year 2 and Year 3.</p>
<p>Disabled Toilet facilities are located in the Medical Room which is opposite the kitchen.</p> <p>A medical bed is currently stored in this room.</p>	<p>Installation of fully equipped disabled toilet.</p>	<p>In place</p> <p>Should the medical bed be required, a safety check update would be required.</p>
<p>Pathways around school are safe</p>	<p>All paths are on the level.</p>	
<p>Parking arrangements for all are logical and safe.</p>		
<p>Emergency and evacuation systems INFORM ALL pupils and adults on site.</p>	<p>Auditory Alarms. PEEPS prepared for specific children This is part of the <a href="#">Fire Procedures</a></p>	<p>In place</p>
<p>Furniture and equipment selected, adjusted and located appropriately, e.g provision of wheelchair with adjustable height, tray tables fitted to wheelchair, writing slope, wedge support etc</p>	<p>Sloping boards, sitting wedges, pencil grips, specific pencils and scissors available as needed.</p>	<p>In place and adjusted as required</p>
<p>Signs are uncomplicated, and unambiguous.</p>	<p>Signage in place 1.9.17 (Fire escape routes; emergency procedures, route markers, assembly points)</p>	<p>In place</p>

AUDIT OF CURRENT PROVISION & ACTION REQUIRED

**Access to Information**

Statement	Evidence	Action Required /When?
<p>Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.</p>	<p>External advice given by specialists. Lesson observations.</p>	<p>Reminders as and when necessary</p>
<p>The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</p>		<p>As and when necessary</p>
<p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g. by reading aloud, using interactive touch screens for PowerPoint presentations etc.</p> <p>Due to the exceptional circumstances of COVID-19, from September 2020 face to face meetings with parents are currently unable to take place however staff continue to update parents via phone and electronically through ParentMail and Microsoft teams.</p>	<p>Interactive touch screens are used in classroom.</p> <p>Overhead projector now in place in hall</p> <p>TV screen in foyer providing information about the school</p> <p>Information conveyed orally if necessary to assist parents understanding</p> <p>Separate report can be requested to be sent if a parent does not live at same address</p> <p>PowerPoint Presentations used at workshops and parents meetings.</p>	<p>In place</p> <p>In place</p> <p>In place</p> <p>As and when necessary</p> <p>As and when necessary</p> <p>As and when necessary</p>