



Roelcliffe CE Primary School Accessibility Statement and Accessibility Plan

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| Statement: | Accessibility plan |
| This statement was approved: | June 2022 |
| This statement will be reviewed: | June 2025 |
| Governor committee responsibility: | Full Governing Body |

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be on normal day-to-day activities.'

(Equality Act 2010)

Roelcliffe CE Primary School is committed to providing a fully accessible environment that enables full curriculum access, and 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. At Roelcliffe CE Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We believe that promoting equality and challenging discrimination is the responsibility of everyone in the school community.

As a Rights Respecting School, our accessibility plans will involve making pupils aware of:

- Article 2 – You have the right not to be treated unfairly on any basis.

- **Article 3** – Adults should do what is best for you.
- **Article 12** – You have the right to an opinion, and to have it listened to and taken seriously.
- **Article 23** – You have the right to special education and care if you have a disability.
- **Article 28** – You have the right to a good quality education.
- **Article 29** – Your education should help you use and develop your talents and abilities.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his / her ability to carry out normal day-to-day activities

As a school, we recognize and value parents' knowledge of their child's disability and its effect on their child's ability to carry out everyday activities and the school respects the parent's and child's right to confidentiality. We have the responsibility to work with parents to ensure the full needs of each individual child are met. We also believe that we have the duty and responsibility to provide all pupils with a broad and balanced curriculum which is adjusted to meet the needs of individual pupils and their preferred learning styles. We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe, caring environment for all our pupils to experience success, happiness and excellence.

Our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children at Roecliffe, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self esteem. We know that safe and happy children thrive and achieve.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body. At Roecliffe CE Primary School, the Accessibility Plan will form part of the School Development Plan from 2022-23 academic year and will be evaluated by the Headteacher and monitored by the Resources committee. The current Accessibility will be recorded and appended to this document.

The Roecliffe CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be used to advise other school planning documents and policies. It will be reported upon annually in respect of progress and outcomes to the Governing Body resources committee and will be published on our school website. The terms of reference for all governors' committees will include the need to consider 'Equality and Diversity' issues as required by the Equality Act 2010. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular schedule 10 regarding Accessibility), as well as advise upon compliance with that duty. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Roecliffe CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- 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 the able-bodied pupils; this covers 'teaching & learning' and the wider curriculum of the school (e.g. participation in unit activities, cultural activities or school visits). Also the provision of specialist or auxiliary aids / equipment (e.g. sensory regulation aids) which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve 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, school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Roecliffe CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Behaviour Management Policy

Curriculum Policy

Serious Incident

Critical Incident Plan

Equal Opportunities Policy

Health & Safety Policy

Disability Equality Scheme

School Development Plan

Special Educational Needs Policy

School Local Offer Plan

Staff Development Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The Accessibility Plan for physical accessibility related to the Access Audit of the School remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan, in order to inform the development of a new Accessibility Plan for the on-going period.

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the **physical environment**
- Improve the delivery of **written information** to pupils
- Ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school
- Reduce and eliminate barriers that prevent access to the curriculum.
- To ensure full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- Ensure compliance with all relevant legislation connected to this policy.

Roles and Responsibilities

The Governing Body

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Governing Body has:

- Delegated responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- A duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002)
- A duty under the DDA (as amended by the SENDA) to publish the Accessibility Plan but not to:
 - discriminate against pupils in our admissions and exclusions, and provision of education and associated services.
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a disadvantage.
- A responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability.
- A responsibility to ensure the school provides an inclusive curriculum which is adjusted to meet the needs of all pupils.
- A responsibility to ensure that the school complies with all equalities legislation.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Headteacher

The Headteacher will:

- Work closely with the link governor and the SENCO to ensure this plan moves forward and actions are completed.
- Work in conjunction with the Governing Body to devise a new plan every three years.
- Annually review and adjust the Accessibility Action Plan.
- Organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination.
- Ensure that all school personnel, pupils and parents are aware of and comply with this plan.
- Report to the Governing Body on the procedures in place for school personnel with disabilities.
- Provide leadership and vision in respect of equality.
- Monitor the effectiveness of this policy by talking to pupils, school personnel, parents and governors.
- Annually report to the Governing Body on the success of the Accessibility Plan.

The SEN Co-ordinator

The coordinator will:

- Lead the development of this policy throughout school.
- Develop a voice for pupils, school personnel and parents/carers with disabilities in review meetings; by taking part in questionnaires; through discussion in PSHE.
- Ensure disabled pupils participate in all school events and activities.
- Work hard to eliminate harassment and bullying.

- Promote throughout the school positive attitudes towards people with disabilities.
- Work closely with the Headteacher and the nominated governor.
- Provide guidance to teaching staff and support staff.
- Provide training to all staff on induction and when the need arises.
- Keep up to date with new developments and resources.
- Annually report to the Governing Body on the success and development of this policy.

Nominated Governor

The Nominated Governor is XXXXX. The Nominated Governor will:

- Work closely with the Headteacher and the coordinator.
- Ensure that this policy and other linked policies are up to date.
- Ensure that everyone connected with the school is aware of this policy.
- Report to the Governing Body every term.
- Annually report to the Governing Body on the success and development of this policy.

School Personnel

School Personnel will:

- Comply with all aspects of this policy.
- Implement the school's equality policies and schemes.
- Report and deal with all incidents of discrimination.
- Attend appropriate training sessions for equality.
- Report any concerns they may have on any aspect of the school community.
- Maintain high standards of ethics and behavior within and outside school and not to undermine Fundamental British Values.

Role of Pupils

Pupils will:

- Be aware of and comply with this policy.
- Learn to recognise, understand and learn how to treat people with disabilities by identifying different kinds of disabilities and empathising with what it might feel like to be disabled.

Role of Parent/Carers

Parents/carers will:

- be aware of and comply with this policy.
- Be asked to take part in periodic surveys conducted by school.
- Support the school's ethos, which is built on consideration for others and equality.

Monitoring the Effectiveness of this Policy

The practical application of this policy will be reviewed every three years, or when the need arises by the SEND coordinator, the Headteacher and the nominated governor.

A statement for the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body after reviews for further discussion and endorsement.

Accessibility audit - Section 1: How does your school deliver the curriculum?

| Accessibility Audit Question | Strategies and actions to ensure compliance | Timescale | Cost | Impact and next steps |
|---|--|---|------|-----------------------|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | CPD for all staff in dyslexia, Developmental Coordination Disorder (DCD) and autism awareness. | All training to be completed by June 2024 | £500 | |

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|--|---|----------|--|--|
| Are your classrooms optimally organised for disabled pupils? | Audits of resources Pupil Voice Learning walks SEN friendly checklist – self and peer auditing | Dec 2022 | | |
| Do lessons provide opportunities for all pupils to achieve? | Book looks Lesson observations Pupil Voice Pupil Progress Meetings | Termly | | |
| Are lessons responsive to pupil diversity? | Book looks Lesson observations Pupil Voice | Ongoing | | |

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| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | Policies adhered to Lesson observations Pupil Voice | Ongoing | | |
| Are all pupils encouraged to take part in music, drama and physical activities? | Afternoon curriculum organized to be broad and balanced and accessible to ALL pupils. | Ongoing | | |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | Staff Training SEND Policy | Policy reviewed and training addressed when appropriate | | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education? | No pupils currently require alternative provision, but if this was the case, training and new equipment would be sought. | | New resources when needed | |
| Do you provide access to computer technology appropriate for students with disabilities? | Word processing opportunities available for dyslexic/dyspraxic pupils when needed. | Ongoing | Chromebooks and speech to text apps | |

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| <p>Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?</p> | <p>Risk assessments Extra adults Pre-visits by staff to ensure accessibility for all</p> | <p>Ongoing</p> | <p>Finance available as and when needed.</p> | |
| <p>Are there high expectations of all pupils?</p> | <p>School ethos Target setting PLP meetings Interventions to diminish the difference</p> | <p>Ongoing</p> | <p>Intervention costs Resources CPD</p> | |
| <p>Do staff seek to remove all barriers to learning and participation?</p> | <p>School ethos Target setting PLP meetings Pupil Voice Interventions to diminish the difference</p> | <p>Ongoing</p> | | |

Accessibility audit - Section 2: Is your school designed to meet the needs of all pupils?

| Accessibility Audit Question | Strategies and actions to ensure compliance | Timescale | Cost | Impact and next steps |
|---|---|---|---|-----------------------|
| <p>Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?</p> <p>Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?</p> | <p>Currently (June 2022) all current pupils can gain access. There is one disabled toilet situated just off the main corridor.</p> <p>If a wheelchair user joined our school, the following adjustments would have to be made.</p> <ul style="list-style-type: none"> • Additional access to be created as access to school from Class 1 wooden door would be problematic for Class 1 staff and pupils. • Hive not currently accessible • Signage needed at front (layby) entrance to direct wheelchair users to rear entrance. Doorbell and signage to be lowered for access. | <p>Plan to be updated if needs change</p> <p>Disabled toilets to be</p> | <p>Building costs would require quotes from suitably qualified/assured building firms.</p> <p>Relocation of disabled toilets</p> <p>Portable ramp to be purchased when necessary.</p> | |
| <p>Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?</p> | <p>No signage in place for parking</p> | | <p>Costing for signage</p> | |

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| <p>Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?</p> | <p>Pupils with SEND supported during fire alarm drills.</p> <p>Emergency lighting checked in drill schedule.</p> | | | |
| <p>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</p> | <p>Coloured backing paper in classrooms to be 'pared down,' softer, more neutral Colours where appropriate. IWB background colours to be switched to more neutral colours. Sensory audits of classrooms completed for pupils with SEND.</p> | | | |
| <p>Are areas to which pupils should have access well lit?</p> | <p>All areas well lit, automatic lighting in toilet areas etc.</p> | | | |
| <p>Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?</p> | <p>Ear defenders available for appropriate children and moved to more comfortable places.</p> | | <p>Ear defenders</p> | |
| <p>Is furniture and equipment selected, adjusted and local appropriately?</p> | <p>Different sized chairs for children to decide on comfort. Children with dyslexia, colour screening tests to be provided with exercise books and overlays in the diagnosed colours.</p> | | <p>Coloured overlays Coloured exercise books Specialty pens and pencils</p> | |

Accessibility audit - Section 3: How does your school deliver materials in other formats?

| Accessibility Audit Question | Strategies and actions to ensure compliance | Timescale | Cost | |
|---|---|--|---|--|
| <p>Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p> <p>Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud projected material and describing diagrams?</p> <p>Do you have the facilities such as ICT to produce written information in different formats?</p> | <p>The school will make itself aware of the service available for converting written information into alternative formats, style including Braille and different languages.</p> <p>School will review formats (written, visual and aural) used in school to ensure accessibility.</p> <p>Speech to text software used, app used for recording pupils' voices into sound files, pupils record work in a variety of ways using digital formats such as Scratch.</p> | <p>Ongoing and when necessary.</p> <p>Ongoing</p> <p>Ongoing research additional methods of recording and presenting written information</p> | <p>Costings to be worked out as necessary.</p> <p>Costings to be worked out as necessary.</p> | |
| <p>Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?</p> | <p>Staff Training</p> <p>ICT resources</p> | <p>Ongoing and when necessary.</p> | <p>Costings to be worked out as necessary.</p> | |

Date of accessibility plan: June 2022 (written for period June 2022- 2025)

Review date: June 2023