

# Accessibility Plan



**September 2022**

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**Chair of Governors:** Mr J. Anderson

**Date:** September 2022  
**Date agreed and ratified by the Governing Body:**  
**Date for Review:** September 2025



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## Aims of the Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan outlines how Roseberry Primary and Nursery School aims to increase access to education for pupils with disabilities in the following three areas: curriculum, physical environment and information.

This plan aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resources, implemented, reviewed and revised in consultation with:

- Pupils' parents
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan will be reviewed every 3 years to take into account the changing needs of the school and its pupils.

The plan is also reviewed where the school has undergone a refurbishment.

## **1. The School's Aims**

At Roseberry Primary and Nursery School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim to treat our school community fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to:

- Enable our children to develop essential skills for a happy and fulfilled life.
- Deliver quality first teaching, with high expectations for all, that enables children to succeed and achieve their full potential.
- For all members of the school community to model positive, respectful relationships.
- Provide an environment which fosters independence, resilience, creativity and a passion for learning.
- Work in partnership with families and the wider community.
- Provide a nurturing and engaging environment which celebrates pupils' achievements.

We aim to provide:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

## **2. 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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Current Good Practice**

As part of our school admission procedure we ask about any disability or health condition in early communications with new parents and carers.

On entry to Nursery, family discussions are held with the parents to ascertain any health/behavioural problems that may indicate potential difficulties. We will contact the feeder school and hold discussions with parents of children wishing to enter school throughout the year.

#### **Access to the curriculum**

The curriculum is adapted to the needs of pupils as required. This includes:

- Resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress being tracked for all pupils, including those with a disability.
- Consulting with experts when new situations regarding pupils with disabilities are experienced.
- Supporting pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.
- Setting targets that are appropriate for pupils with additional needs.
- Regularly reviewing the curriculum to ensure it meets the needs of all pupils.
- All children having the opportunity to be involved in extracurricular activities, and alternate arrangements are made to fully include them, e.g. hiring transport with access for wheelchairs.

#### **Access to the physical environment**

We consider that the physical environment provided by our school offers an appropriate setting for the integration of a wide range of disabled pupils.

This includes:

- The main entrance has a wide, automatic door into the entrance and is fully accessible for wheelchair user.
- The school is a two-storey building with several access points. Each Key Stage has an entrance which is accessible via a ramp and has a wide door.

- A lift is situated in the main office, giving access to the main hall, library, 2-year old Nursery, Reception, KS1 and KS2 classrooms. The 3-year old Nursery classroom can be accessed via a ramp and accessible door from the EYFS yard.
- On-site car parking for staff and visitors has designated disabled parking.
- The school has broadband which enables easy access to the school network which, will provide an increasingly wide range of software to meet the needs of disabled pupils.
- All classrooms have interactive whiteboards facilitating a wide range of learning styles.
- A large multi-use hall with wide double doors on entry, enabling access. The hall also has a floor area of sufficient size to ensure that any disabled pupil accessing PE in their wheelchairs will be able to safely join in the planned class activities.
- A flat and open school yard promoting the use of the outdoor environment by pupils with mobility difficulties.
- Classrooms are optimally organised for disabled pupils. Seating arrangements are adapted to accommodate children with special needs, e.g. wheelchair.
- Break out rooms are for withdrawal of children for 1:1 or small group attention. Rooms are available on both the group floor and first floor of the building, ensuring access for all pupils.
- Wide corridors and doors permitting easy movement around the building for those with mobility difficulties.
- Library shelves at wheelchair-accessible height.
- Quiet areas are situated at various points around the school, including a small sensory room in the EYFS setting.

### **Access to information**

At Roseberry Primary and Nursery School, we use a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Pictorial or symbolic representations
- Class Dojo
- School Website
- Newsletters
- Text service

#### 4. The Accessibility Audit

The governing body will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils and parents with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following Action Plan.

## **ACTION PLAN**

### **1. To increase the extent to which pupils with a disability can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access the curriculum to ensure full participation in the school community for pupils, and prospective pupils, with disability.

<b>SHORT TERM</b>				
<b>Aim</b>	<b>Strategies</b>	<b>Person responsible</b>	<b>Success criteria</b>	<b>Monitoring</b>
To ensure thorough handover of information from each year group and nursery	To identify pupils who may need additional or different forms/methods of communication for new intake in September	HT, SENCO and all teaching staff	Procedures/equipment/ideas are set in place by September	
To review all statutory policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	HT and all subject leaders	All policies clearly reflect inclusive practice and procedures	
To keep up to date with all safeguarding training	Induction of new staff includes safeguarding training	HT/DSL	Pupils safe at all times/staff aware of reporting procedures	Training records

To ensure lessons are appropriately differentiated to ensure the participation of all pupils	<p>A differentiated curriculum with alternatives offered.</p> <p>The use of appropriately set targets to assist in developing learning opportunities for children and also in assessing progress in different subjects.</p> <p>Multimedia activities to support most curriculum areas.</p> <p>Use of interaction ICT equipment.</p> <p>Specific equipment sourced from occupational therapy.</p>	HT, SENCO, Class teachers, support staff	Children make good progress in accordance with their ability and achieve their targets	Lesson observations, planning, pupil progress data
To closely review attainment of all SEN pupils	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents/carers</p>	HT, SENCO and class teachers	Progress made towards Support Plan targets	<p>Pupil Progress Meetings</p> <p>Reviews of set targets</p>
To take account of a variety of learning styles when teaching with the curriculum, the school aims to provide full access to all aspects of	<p>Makaton resources and PECS (Picture Exchange Communication System) in Early Years.</p> <p>Concrete materials for hands on learning.</p> <p>Peer tutoring/support.</p>	Whole school	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all pupils, parents/carers and staff with disability, are represented within the school.	Lesson observations/ planning



the curriculum providing: (where appropriate)	Use of coloured backgrounds on smartboards or paper for worksheets, enlarged text, targeted personal support			
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MEDIUM TERM				
Aim	Strategies	Person responsible	Success criteria	Monitoring
To closely review attainment of all SEN pupils	SENCO/Class teacher meetings/Pupil Progress Scrutiny of assessment system and data Regular liaison with parents/carers	HT, SENCO, assessment coordinator and class teachers	Progress made towards Support Plan targets	Pupil progress meetings Assessment data
To take account of a variety of learning styles when teaching with the curriculum, the school aims to provide full access to all aspects of the	Makaton resources and PECS (Picture Exchange Communication System) in Early Years. Concrete materials for hands on learning. Peer tutoring/support. Use of coloured backgrounds on smartboards or paper for worksheets,	Whole school	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all pupils, parents/carers and staff with disability, are	Lesson observations/ planning

curriculum providing: (where appropriate)	enlarged text, targeted personal support		represented within the school.	
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LONG TERM				
Aim	Strategies	Person responsible	Success criteria	Monitoring
To evaluate and review the above short and medium term targets annually	See above	SLT, Subject leaders, Governors	All children are making good progress	
To deliver findings to the Governing Body	Finance and Curriculum governor meetings	SENCO, SLT	Governors are fully informed about SEN and progress	

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.**

SHORT TERM				
Aim	Strategies	Person responsible	Success criteria	Monitoring
To ensure classroom environments support pupils with sensory needs, ASD and ADHD	Each classroom, as required, to have work station with minimal distraction.  Arrangement of furniture to allow maximum view and movement breaks.	Class teacher	Classrooms have a range of resources including quiet spaces (if required)	
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils	Ongoing audit regarding current skills of all staff in relation to support services they can offer pupils	HT, all teaching staff, SENCO	Each child's needs known and teacher feel confident in dealing with potential situations.  All policies and guidelines are available.	
To ensure all with a disability are able to be involved	Create access plans for individual children with Disability.  Undertake a confidential survey of staff and governors to ascertain Access	Teaching and non-teaching staff  HT, SENCO	Enabling needs to be met where possible	

	needs and make sure they are met in the school and meetings etc. Identify parents/carers' access needs and ensure they are met where possible.			
To ensure all members of staff have up to date safeguarding training and are knowledgeable about school processes	Ensure all staff are receiving safeguarding training and know the referral process in school	HT, all staff	Each child's needs known and teachers feel confident in dealing with potential situations. All policies and guidelines are available.	
To develop playground and equipment to support all pupils	Playground equipment available for all pupils	PE coordinator, Lunchtime staff, Class teachers, Support staff	Children happy and engaged in purposeful activities at lunchtimes	
To review access to classrooms in regard to width of doorways	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements	HT, SLT/Finance Committee	Enabling needs to be met where possible.	

LONG TERM				
Aim	Strategies	Person responsible	Success criteria	Monitoring
To develop playground and equipment to support all pupils	Playground available for all pupils	PE coordinator, lunchtime staff, class teachers, support staff	Children happy and engaged in purposeful activities over lunchtimes	Observations
To review access to classrooms in regard to width of doorways	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements	HT, SLT/Finance Committee	Enabling needs to be met where possible.	

**Aim 3: To improve the delivery of written information to pupils, family members and the wider community**

SHORT TERM				
Aim	Strategies	Person responsible	Success criteria	Monitoring
To address different aspects of disability through assembly/class discussions	Hold regular assemblies and class discussions	HT/all staff	There is an ethos of caring and tolerance of others emanated and demonstrated throughout the school	

MEDIUM TERM				
Aim	Strategies	Person responsible	Success criteria	Monitoring
To review information to parents/carers to ensure it is accessible	Consult parents/carers about access needs when child is admitted to school.  Review all letters home to check that they are written in plain English.	HT SENCO	Parents/carers (who specify) receive information in a format that is accessible e.g., large print.	Parent/carer questionnaires, surveys

	Produce newsletters in alternative formats e.g. Large print, braille, according to need.			
To make available any written material in alternative formats	All staff and parents/carers aware of services available for requesting information in alternative formats	HT SENCO	Written information available in alternative formats and languages on request.  All admin staff, parents and community users know how to access alternative formats	Parents/carer questionnaires, surveys
To make available school brochures, newsletters and other information for parents/carers in alternative formats	Review current school brochure and promote the availability in different formats for those that require it	HT SENCO	All information available for all	Parents/carer questionnaires, surveys
To make visual timetables and resources available in each classroom to support learning and language development	Use of visual timetables	Class teachers and support staff	Visual timetables available for all pupils to see in classrooms	Learning walks

To promote the use of communications resources in EYFS	Training for EYFS staff	HT/EYFS leader	Children and staff using a variety of resources including Makaton and/or PECS (picture exchange communication system) as a form of communication on a daily basis	Observations
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## **5.Links with other policies**

This Accessibility Plan should be read in conjunction with the following school policies:

- a. Behaviour and Positive Relationships Policy
- b. Health and Safety Policy
- c. Equality Policy
- d. School Prospectus
- e. School Improvement Plan
- f. Special Educational Needs and Disabilities Policy