

Rogerstone Primary School Accessibility Policy and Plan

The school recognises the duties placed upon it by the SEN and Disability Act 2001 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

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

‘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.’

From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act(DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

In order to achieve our aims and support our inclusion principles, our school will focus holistically on:

- Access to Curriculum
- Access to Environment
- Engagement with children, young people, and their parents/carers
- Access to Information

Key Objective

To reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, staff, volunteers and visitors with a

disability.

Principles

The school recognises its duty under the DDA

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In addition

- the school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality;
- the school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National 2008 Curriculum (Foundation Phase and Key Stage 2) which underpin the development of a more inclusive curriculum;
- the school sets suitable learning challenges and responding to pupils' diverse needs

Current provision

Building Access

- The entire building is all on one level
- There is ramp access to all external levels.
- There are no internal steps
- Wider doors and pathways, allowing wheelchair access, are located at all ramped areas, through corridors and into all classrooms.
- Toilet facilities for the disabled are located in the Nursery, Foundation Phase, Key Stage 2 (x2), admin block and community corridor
- Low level sinks are also available in the Foundation Phase
- There are 3 designated parking bays for access to the building for ease of proximity

Curricular Provision

- The school hosts 2 Learning Resource Bases for pupils with generic additional learning needs, that include physical disabilities.
- The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities. In addition to the building design described above:
- The school employs, when required, additional Teaching Assistants (TAs) for children with disabilities and if necessary in accordance with their statement/IDP.
- There are a number of permanently employed Teaching Assistants who provide support for children with a variety of needs.
- A range of specialist equipment is provided on the advice of external agencies to help disabled pupils to participate in lesson activities.
- Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with TAs assigned to accompany them.
- Risk assessments are carried out for each disabled child on their entry to school. These ensure that the child has full access to classroom activities and lessons. These are undertaken with the advice of external agencies such as occupational therapists and the building works department.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, individual support, etc, is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access and class floor areas are large enough for children to work on if in plaster casts. Within the school there are a variety of height tables/ chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff training/Development

The training/development needs of staff are identified and provided for as part of the school's on-going staff development. In relation to those staff who work closely with pupils with disabilities, particularly Teaching Assistants, a range of training has been provided over the last few years, including, that in manual handling and First Aid. In addition school nurses provide training for using Epipens and monitoring diabetes.

The school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g. Visual/Hearing Impairment, Language/Speech Therapy etc.

Equality Statement

We seek to remove barriers to learning with imaginative curriculum delivery that will use the best of innovative educational practice and enterprise to transform learning and teaching. We seek to provide an inspirational learning environment based on a personalised style of learning. Learning is at our core and we believe it will broaden horizons, raise aspirations and enhance students' self-confidence as successful learners, both now and in the future. Students will have every opportunity to achieve standards that match their potential and to gain successes as effective lifelong learners. We are committed to equality of opportunity and access for all our learners and to eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equalities Act 2010. We further recognise the 9 protected characteristics as detailed in the Act. We will advance equality of opportunity between all learners and foster good relationships between all our learners and our stakeholders.

This policy works in conjunction with other policies and plans including our Equalities Plan, ALN Policy and the School Improvement Plan.

Policy agreed and approved by Governors on :	
Reviewed on :	
Signed:	Headteacher
Signed:	Chair of Governors

Accessibility Plan

Part 1 Curriculum access

Access to the curriculum	Current situation/Issues to address	Actions / solutions	Time Scale	Impact / Evaluation
School organisation	<p>Broad, balanced curriculum in place. Plans for implementing the LNF have been agreed and implementation has begun. Monitor provision against needs, progress and standards achieved.</p> <p>New ASD STF will be established Summer 2018</p> <p>New build STF Unit fitted with dedicated toilets</p>	<p>Classrooms allow best access for disabled child/space or resources.</p> <p>Continue to monitor and review. Complete review in partnership with pupils. Amend as required</p> <p>Continue to monitor and review provision and mainstream integration</p> <p>Action — chase LA for wet room</p>	<p>Jan 2018 and ongoing</p> <p>On-going</p> <p>On-going Annually</p> <p>Summer 2018 and ongoing</p>	
Classroom organisation				
Support for pupils	<p>Parents of pupils with difficulties are encouraged to visit the school before admission, detailed reviews and plans drawn up prior to entry</p> <p>Annual reading survey provides funding for banded children. SEN team provide specialist teaching and advice and support for children.</p> <p>SEN team receive specialist advise and support from specialist teachers and other professionals.</p>	<p>Continue to arrange meetings and making pre-visits</p> <p>Advice and support from specialist teachers and other professionals when needed.</p> <p>SENCo arranges programme of TA training to increase expertise.</p> <p>SENCo to train TAs to provide dyslexia support for individual children.</p>	<p>On entry</p> <p>Every Autumn term</p> <p>When appropriate to children's needs</p> <p>Timetables reviewed annually – summer term. Monitored throughout</p>	

	<p>TA support in class and playgrounds are carefully timetabled.</p> <p>Pupils receive a mix of in class support and withdrawal.</p>	<p>Continue to ensure appropriate differentiated experiences for STF pupils as new pupils are admitted Provide appropriate training to LASs to ensure they have skills base to meet pupils' needs</p> <p>Extend speech and language training for TA's</p>	<p>Spring and Summer 2018 – on-going</p>	
Identification of pupils with additional needs	<p>SEN register of children (updated regularly). Monitored, reviewed and adapted throughout year.</p> <p>Class register of pupils needs</p> <p>Regular meetings with SEN team, headteacher and class teachers to evaluate progress</p> <p>Use pupil progress meetings to improve understanding of attainment and to set more challenging targets.</p>	<p>Continue monitoring and evaluation.</p> <p>Ensure specialist services are sought where required.</p> <p>Monitor, review and adapt throughout year</p> <p>SEN register to be shared with all class teachers & governors (SEN committee)</p>	<p>Ongoing</p> <p>Termly</p> <p>Annual review</p> <p>Annual review</p>	
Tracking pupils	<p>Termly reviews of IEP/ IDPs</p> <p>LA annual tracking of SEN children (SEN Survey)</p> <p>W/G testing Year 2 to Year 6 School National testing and data tracking</p> <p>Tracking system via SIMS and NC document tracking of skills.</p>	<p>Child friendly IDPs and PCP's to be introduced</p> <p>Individual tracking of pupils –</p>	<p>Termly</p> <p>S</p> <p>Autumn</p> <p>Summer</p> <p>Termly</p>	
Planning for children with disabilities	<p>ALENCo and Headteacher to meet with parents as early as possible.</p> <p>Maintain close liaison with previous school series of pre admission meetings arranged with all professionals and parents.</p> <p>Regular cross professional meetings when necessary to monitor progress and any issues.</p>	<p>SENCo to chase records of new entrants</p> <p>Ensure all staff know the specific needs of the children in their care.</p> <p>Staff trained for pupil needs as required e.g. Wheel Chair, Handling Courses etc. as required.</p>	<p>On-going</p> <p>Reviewed on a regular basis</p> <p>Summer 2018</p>	

	<p>Arrange specialist training as appropriate.</p> <p>Health care plans in place. List of children with medical needs available for all staff.</p>	<p>ALENCo to make sure Health Plans are drawn up</p>		
<p>Appropriate one to one supervision for pupils with additional needs throughout day</p>	<p>SENCo to liaise with county to secure one to one support during lunchtimes for specific children as required Appropriate placement of staff throughout the day</p>	<p>Ongoing</p>		
<p>Educational excursions for pupils with disabilities</p>	<p>ALENCo to liaise with the LA to secure appropriate transport for any wheelchair bound pupil – this will ensure that they can participate fully in all learning experiences School Minibus available</p>	<p>Ongoing and as pupil roll changes</p>		
<p>Planning for children with disabilities</p>	<p>Class teachers to involve ALENCo at early stage when planning class trips Head and ALENCo and phase leader to look at each individual case. Seek specialist advice Liaise with parent all through the process. Teachers and support staff receive appropriate training to ensure they have the skills and confidence to manage pupils' needs</p>	<p>Ongoing</p>		
<p>Ensure accessibility is discussed on a regular basis</p>	<p>Agenda item at Full Governing Body Meetings</p>	<p>Spring 2018 and as per Annual Review Schedule</p>		

Part 2 Improving the physical environment for disabled pupils, parents and visitors.

What is impairing access	Location	Priority		action/solution
No impaired access				

Part 3 Improving the information to disabled pupils and parents

What information	Current process	Priority/time scale	Actions/ solution	Impact
Information on everyday events in school	Information goes out via Newsletters Key information and reminders via T2P texting system. School Website	Spring 2018 Ongoing	Develop staff and pupil skills to ensure Website contains more relevant information and copies of newsletters Request for information concerning needs of any parents/visitors to school added to newsletters Ascertain the need among parents/carers whether information is required in alternative formats	
Notices at school (office, class windows etc.)	Class based reminders only	Spring 2018	Teacher's aware of which parents need verbal reminders Notices would be placed at wheelchair height where needed	
Annual report to parents	T2P text to raise awareness of report. Hard copy available at main office.	Annually-Autumn term	Teachers aware of which parents need verbal reminders. Translation offered to parents if difficulty Ascertain the need among parents/carers whether information is required in alternative formats	
School Prospectus	Offered to new Parents given in person where visiting school Copies available to anyone on request Available on school website	Reviewed Annually-Autumn term & update in Spring term	Prospectus updated when required Ascertain the need among parents/carers whether information is required in alternative formats.	
New pupil / parent with disability	Early contact requested liaison with Headteacher and ALENCo, Education psychologist specialist teachers or other professionals involved early for planning	when needed	Liaison with LEA whenever disabled pupil seeks admission Headteacher to discuss specific access issues with disabled parent Amend Home School Agreements and admission forms to include information on disabilities & accessibility.	