

Roebuck Primary School and Nursery

Accessibility Plan 2015-2018



Purpose of the Plan

The purpose of this plan is to show how Roebuck Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school`s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- *increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;*
- *improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.*
- *improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.*

Roebuck Primary School and Nursery aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school`s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school has two buildings – the main build and the Key Stage 2 building. These buildings opened in October 2011 and October 2015 respectively. Planning took full consideration to ensure that both builds were fully accessible for pupils in a wheelchair.

The Current Range of Disabilities within Roebuck Primary Primary School

The school has children with a limited range of disabilities. These include: Autistic Spectrum Disorder; various medical conditions; hearing impairment; children with Speech and language difficulties; children with dyspraxia and children with dyslexia. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms. Some children have allergies or food intolerances / cultural food choices. All medical information is collated and available to staff and key children are listed on the staff noticeboard and in the Medical Records folder which is in the school office. All staff are First Aid trained and there are three members of staff who are Paediatric First Aid trained.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Be aware of the access needs of disabled children, staff, Governors and parents.	Create Access Plans for individual disabled children.	As required	INCo Class teacher	Plans are in place for disabled pupils and all staff are aware of pupils' needs.
Ensure the school staff and Governors are aware of access issues	Ensure staff and Governors can access areas of school used for meetings and evaluation.	Ongoing	SLT	All staff and Governors are confident that their needs are met. Needs are continually monitored to ensure any new arising needs are met.
	Annual reminders to parents through school newsletter to let us know if they experience any problems with access to areas of the school.	Ongoing	Headteacher	Parents have full access to all areas of the school.
	Staff to share Access Plans and information with support staff and volunteers to ensure continuity of care for the children.	Ongoing	Class teacher	Support staff and volunteers are aware of needs of SEND children at all times.
Maintain safe access for visually impaired people	Pathways to be marked with a coloured edging.	Autumn 2017	Site Manager	Visually impaired people feel safe in the school grounds.
	Check exterior lighting is working on a regular basis.	Ongoing	Site Manager	All areas of school grounds are fully lit when used during hours of darkness.
	Put black / yellow tape on poles at end of play equipment to help visually impaired children.	Autumn 2017	Site Manager	Visually impaired children know where equipment ends.
	Ensure workers on site with visual impairment are catered for and safe.	Ongoing	Site Manager	Visually impaired workers feel safe when working in school grounds.
Ensure that the pathway around the new Key Stage 2 building is safe and is accessible to people pushing two or three seat buggies.	Install a mirror at both ends of the pathway that links the Key Stage 2 classrooms to the main playground.	Summer 2016	SLT	Parents with two or three seat buggies feel confident that they can safely access the pathway. There are no accidents between parents and/or children when using the Key Stage 2 pathway.
All school trips and visits are fully accessible to children with disabilities.	Consultation with parents when planning for a class / school trip.	Ongoing	Class teacher	All children are able to attend class / school trips and are confident that their needs are catered for.
	Accessibility considered at point of booking.			Staff are fully aware of how to provide for pupils with disabilities.
	Individual risk assessments are completed.			Individual risk assessments are completed and are evaluated as successful.

Improving the way information is delivered to pupils with disabilities

Targets	Strategies	Timescale	Responsibility	Success Criteria
The quality of teaching received by all pupils is Outstanding and caters for all individual's needs	Necessary training is provided for teachers and Teaching Assistants to teach and support disabled pupils	Ongoing	SLT	Pupils are taught well and make a minimum of sufficient progress in each year group.
Lessons provide opportunities for all children to achieve	<p>Planning details differentiated teaching and learning - all lessons are well differentiated.</p> <p>Induction procedures include equal opportunities.</p> <p>SEND Support Plans are in place. Additional staff deployed to support all children.</p> <p>Extension opportunities provided for more able pupils.</p> <p>Planned programme of target setting and pupil progress meetings in place.</p> <p>ICT resources updated on rolling plan.</p>	Ongoing	<p>SLT Class teacher</p> <p>INCo Class teacher</p> <p>INCo Class teacher</p> <p>SLT / INCo Class teacher</p> <p>SLT</p> <p>Computing Leader</p>	<p>Monitoring shows planning is differentiated to cater for needs of individual pupils. All SEND pupils feel catered for.</p> <p>Discussion is standing item on agenda for transition meeting. Staff feel fully briefed about new pupils in their class.</p> <p>All SEND children have a SEND Support Plan. Children are involved in the writing of their individual plan.</p> <p>Monitoring shows G&T are planned for well. Pupil voice supports this. More Able intervention is provided where necessary. PPMs are held half-termly. INCo attends and all SEND children are discussed.</p> <p>ICT resources are up to date and staff are fully trained in using these.</p>
All pupils have full access to the curriculum, including those with autism, Aspergers, speech and language difficulties, dyslexia and dyspraxia	<p>Teaching Assistant support allocated as appropriate.</p> <p>INCo receives regular training.</p> <p>Appropriate targets included on SEND Support Plans.</p> <p>Advice from outside agencies sought and acted upon.</p> <p>Visual timetables used as appropriate.</p> <p>Pupils given time to process language and respond.</p> <p>Staff endeavour to use face to face and direct eye contact.</p> <p>Staff endeavour to use simple and familiar language and short concise sentences.</p>	Ongoing	INCo SLT Class teacher	<p>Pupils with disabilities receive 1:1 support where necessary. All classes have at least one TA who supports in class.</p> <p>INCo is up to date with latest research and is aware of resources available to support pupils' learning.</p> <p>Staff are aware of agencies that can be used to receive advice from regarding key pupils in their classes.</p> <p>Classroom resources are adapted and provided to make learning accessible to all pupils.</p>

	<p>Staff avoid ambiguous vocabulary and reinforce speech with facial expression, gesture and sign as appropriate.</p> <p>Staff endeavour to reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials.</p> <p>There will be an emphasis on key words, which will be reinforced visually.</p> <p>Closed questions will be avoided and pupils encouraged to speak in sentences.</p> <p>Language skills developed through drama.</p>			<p>Key vocabulary is displayed in classes. Monitoring shows that effective questioning is planned and delivered in all lessons.</p> <p>Monitoring shows that some drama is planned for in lessons.</p>
Expectations for all children are high.	<p>Appropriate, challenging targets are set using the HfL assessment criteria.</p> <p>Pupil Progress Meetings take place half-termly. All groups of pupils are discussed and these are attended by the INCo, Narrowing the Gap team, SLT, class teacher and Teaching Assistant.</p> <p>Progress of children with Support Plans and Pupil Premium funding are monitored.</p> <p>Provision mapping in place.</p> <p>Pupils are involved in reviewing their targets.</p>	Ongoing	SLT INCo Class teacher	<p>Targets are set in October and reviewed throughout the year. Targets are moderated by SLT.</p> <p>PPM minutes show clear next steps for all groups of pupils. All adults in the school are fully aware of their role as to how they can support progress for all pupils. Parents of children are also supported and catered for.</p> <p>Termly tracking reports are provided to SLT and Governors. Actions are planned for those pupils who are not making sufficient progress.</p> <p>A clear up to date provision map is in place and is available on the school website.</p> <p>Provision Map shows all Wave 1, Wave 2 and Wave 3 intervention for all SEND pupils.</p> <p>Pupils work alongside the INCo to set own targets for SEND Support Plans.</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment.	Take advice from outside agencies on appropriate equipment if this becomes necessary.	Autumn 2018	SLT INCo	All children have full access to the curriculum.

Access to the curriculum

This is covered in detail in the school's following policies which are all on the school website or available from the school office.

- Inclusion

- Local offer of SEND
- Provision map
- Medical conditions (supporting children with medical needs)

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
The school website and school App contain a translating option so that all information can be read in other languages.	New school website and App designed, built and implemented that use Google language converter. Language options are easily found on the school website and on the school App.	Summer 2016	SLT Link Governor	All people can access information in their preferred language and feel confident that they are aware of all information given out by the school. School website and school App will be accessible to all.
Install signage around school that is in other languages.	Internal and external signage is in other languages.	Autumn 2017	SLT	All people are confident that they can find their way around the school.
Inclusive discussion of access to information for all.	Ask parents about preferred formats for accessing information. Eg: braille; larger copies; other languages.	Summer 2017	Narrowing The Gap team SLT Link Governor	Parent Forum held to canvas opinion. Staff are more aware of preferred methods of communication and parents feel included. School website and school App will be accessible to all.

Review

The Governing Body reviews this policy every three years. The governors may however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Date

October 2015

Review Date

Autumn 2018