



Rookhope Primary School

Accessibility Plan 2017-2020

Lead people responsible-

Ian Carroll Head teacher & SENCO

Sarah Hodgkinson – Acting Headteacher

Ruth Nattrass – Chair of Governors

Plan formulated by:

Sarah Hodgkinson –Acting Headteacher

Ruth Nattrass- Chair of Governors

Rachael Richardson- Parent Governor- SEND governor

Approved by the governing body on: June 6th 2017

To be reviewed every three years, or as legislation requires it.

Date of next review: June 2020

Vision statement

Rookhope Primary School's vision is to increase the accessibility to our school over time, for all stakeholders, including pupils, parents, governors, staff and members of the community. We aim where possible to take reasonable steps to ensure equality for all, regardless of any special need or disability.

Purpose of Rookhope Primary School's Accessibility plan

This plan identifies the current barriers to access for all in our school and the action required in order to improve the accessibility for all. It aims to increase access to the physical environment of the school and the curriculum and ensure equality with regards to the access of information.

The content of this document will be shared with the governing body, staff and all relevant stakeholders and reviewed annually, to ensure that members of the school community have an increased awareness of disability issues and the opportunity to receive the necessary training.

Links to other documentation

This plan should be considered in conjunction with the following policies:

Health and safety; medical needs policy; SEND policy; equality policy

Definition of disability

Section 6 of the Equality Act 2010 says that a person has a disability if the person:

- Has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities

Current accessibility arrangements in place

Rookhope Primary School has experience of supporting children with many disabilities and special education needs such as: ASD/Autism, SpLD, social and communication difficulties and asthma.

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 small minority of children who have asthma and all staff are aware of these children. Inhalers are kept in the locked cabinet in the resource room and a record of use is noted.

Some children and staff have allergies or food intolerances. It is the responsibility of all members of the school community to be aware and act accordingly.

All medical information is collated and available to staff. All school staff hold current First Aid certificates and these are reviewed regularly.

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.

Legal background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

This act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum, which includes teaching and learning and the wider curriculum of school, such as participation in school visits and after school clubs.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to all stakeholders, which includes providing information such as newsletters, timetables, worksheets in alternative formats.

Accessibility plan 2017 -2020 Aims and objectives

Aim	Targets	Strategies	Outcome	Timescale	Person responsible
Equality and inclusion	To ensure that the accessibility plan becomes an annual item at governors meetings	Clerk to governors to add to agenda on an annual basis	Adherence to legislation	Ongoing	HT/clerk to governors
	To improve staff awareness of disability issues.	Review staff training needs and ensure that relevant CPD is provided to meet the SEND and disability requirements of pupils.	Increased staff confidence and awareness of disability issues	Ongoing	HT/ SENCo
	To ensure that all policies consider the implications of disability access	Consider during policy reviews	Policies reflect current legislation	Ongoing	HT & Governing body
Curriculum	To continue to provide relevant staff CPD to ensure needs of SEND pupils are met	SENCO to review pupil needs and identify appropriate CPD for colleagues to attend	Pupils with SEND receive appropriate access to the curriculum, to reflect the needs of all pupils eg: intervention strategies for SpLD pupils	Ongoing	All staff
	Provision of appropriate resources and equipment to aid communication and access to the curriculum e.g. writing slopes, coloured	Obtain advice and guidance from Learning support services	Increased access for SEND pupils	Ongoing, driven by pupil needs	HT & SENCo

	overlays, adapted computer software, voice recognition software				
	To ensure that all children are able to access all out of hours activities e.g. trips, residential visits	Review provision to ensure compliance with legislation	Increased access to all school activities	Ongoing, driven by pupil needs	HT & SENCo
	To meet the needs of individuals during statutory assessments	Ensure that current arrangements in ARA booklets are implemented and that necessary modifications are made for those pupils with SEND, in compliance with current legislation eg MLP papers, extra time allowances, readers	Barriers to learning will be removed or reduced, enabling children to achieve their full potential	Ongoing	HT & assessment co-ordinator
Communication	To ensure that all parents and members of the school community can access information	Information to be provided in alternative formats as necessary e.g. e-mail, website, Facebook page, verbal communication. Gain parent/carers views as to how they prefer to receive information	Improved access to information	Ongoing	HT/ admin assistant
	To ensure that parents who are unable to attend school because of a disability, can access parents' consultation sessions	Staff to hold consultations by phone or send home written information e.g. home-school link notebook	All parents are regularly updated regarding children's progress, regardless of physical barriers	ongoing	All staff

Physical environment	To ensure that where possible, the school buildings and grounds are accessible for all children and staff. To continue to improve access to the school's physical environment.	Audit of accessibility of school grounds and buildings by AHT and governors. Suggest actions and implement as budget allows (devolved capital budget)	<p>Improved access to the building and grounds</p> <p>Possible adaptations to be implemented in short term:</p> <ul style="list-style-type: none"> • Fit handrails to areas with steps • Improve thresholds between rooms and ensure that doorways are kept clear for wheelchair access <p>Liaise with DCC Property helpdesk and seek landlord's approval for any significant adaptations to the building that might be required to meet the needs of specific individuals</p>	<p>By summer 2017</p> <p>Pupil driven</p>	
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