

Rokeby Park Primary School



Accessibility Policy and Plan 2017 - 2020

Reviewed: June 2017
Next review: September 2020

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Accessibility Policy September 2017 – September 2020

Introduction

This plan identifies the ongoing actions of the Governing Body of Rokeby Park Primary School to increase access to education for disabled pupils in the following three areas;

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The attached plan is fully supported and resourced by the Governing Body and will be implemented from 1st September 2017 onwards. It will be reviewed and revised by the Governing Body annually until September 2020. It should be read alongside the school's Disability Equality Scheme.

Vision and Values

At Rokeby Park Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Aims

- Developing high self-esteem through a culture where everyone is listened to, valued, supported, respected and feels secure;
- Embracing challenge and learning from experience even when things go wrong;
- Offering an informative, interesting and vibrant environment which actively fosters a love of learning;
- Being inclusive, whilst valuing the need for individuality;
- Enriching children's perception of cultural diversity through developing a global awareness;
- Motivating children with a broad, rich and inspiring curriculum;
- Developing a culture of respect for others and self through establishing clear expectations and boundaries;
- Fostering effective and rewarding partnerships through clear communication at all levels;
- Ensuring a spiritual and emotional awareness of the whole self;
- Creating a vibrant and interesting school where children, staff and parents develop a passion for learning.

The definition of disability is:

'A person suffers 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 our normal day-to-day activities'.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001) 'from September 2002, it will be unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services'.

Schools and LAs must:

- Not treat disabled pupils less favourably; and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty).

Local Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Plan

This plan covers all three main strands of the planning duty:

- 1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting and ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as IT equipment, enlarged computer screens and keyboard, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty, which applies to all schools. The distinction between auxiliary aids and services provided through the SEN routes and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and in preparation for the future population) of the school.

For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

- 2. Increase the extent to which disabled pupils can participate in the school's curriculum.**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the

SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or IT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Behaviour Policy
- Admissions Policy
- School Improvement Plan
- School Asset Management Plan
- Policy for School Trips
- SEND Policy
- Exclusions Policy

Rokeby Park Primary School aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include;

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- Planning out-of-school activities, including all schools trips so that pupils with disabilities can participate
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils with disabilities
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- Providing information for pupils with disabilities in a form which is user friendly
- Using language which does not offend in all literature and make staff and pupils aware of the importance of language
- Examining our library and reading books to ensure that there are examples of positive images of disabled people

Actions to Ensure Equality for Pupils with Disabilities

We have a disability audit to help us plan for disabled pupils. Please see Appendix A.

Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subjects
- SEN Register
- Setting/groups
- Extra-curricular activities
- Homework
- After school clubs
- Selection and recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school

Appendix A

Section 1 – How does Rokeby Park Primary School deliver the curriculum?

Answer Yes or No

Do we ensure that teachers and support staff have the necessary training to teach and support disabled pupils?

Are the classrooms organised to include disabled pupils?

Do lessons provide opportunities for all pupils to achieve?

Are lessons responsive to pupil diversity?

Do lessons involve work to be done by individuals, pairs, groups and whole class?

Are all pupils encouraged to take part in music, drama and physical activities?

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example by using lip reading?

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?

Do staff provide ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

Do we provide access to computer technology appropriate for students with disabilities/

Are school visits made accessible to all pupils, irrespective of attainment or impairment?

Are there high expectations of all pupils?

Do staff seek to remove all barriers to learning and participation?

Section 2 – Is Rokeby Park Primary School designed to meet the needs of all pupils?

Answer Yes or No

Does the size and layout of area – including all academic, sporting, play, social facilities, classrooms, hall, library and playground – allow access for all pupils?

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities?

Are pathways of travel around the schools site and parking arrangements safe, routes logical and well signed?

Are emergency and evacuations systems set up to inform ALL pupils, including pupils with SEN and disability, including alarm with both visual auditory components?

Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

Are areas to which pupils have access well lit?

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

Is furniture and equipment selected, adjusted and located appropriately?

**Section 3 – How does Rokeby Park Primary School deliver materials in other formats?
Answer Yes or No**

Do we provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Do we have facilities, such as IT, to produce written information in different formats?

Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Accessibility Plan September 2017 – September 2020

Information from Pupil Data and School Audit

The audit conducted by the leadership team in the summer term 2017 indicates that the following practices are in place:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the EYFS and those transferring from other schools;
- Established procedures for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Achievement Support Assistants are deployed to meet pupils' individual needs through targeted interventions;
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science;
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

Physical Environment:

- Wide access doors in the corridor;
- Disabled toilet facilities in the main school and EYFS;
- Ramps to the mobile buildings;
- Regular evaluation of the school site for accessibility by the Governing Body.

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the Headteacher;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable pupils to participate fully in the life of the school.

As a school, we have set the following priorities for the development of information and data to support the school's accessibility plan:

- Annual audit of the schools' strengths and areas for improvement in working with disabled pupils (to be led by the SENCO with the Headteacher during the summer term);
- How the organisation of the school impacts on pupils with disabilities;
- Outcomes for disabled pupils.

Views of those consulted during the development of the plan

The school has set the following priorities in respect of consultation on the plan. These actions will be conducted every three years:

- Issue draft plan to all staff and governors for feedback;
- Issue draft plan to parents/carers of disabled pupils and invite feedback;
- Discuss the content of the plan with children and invite feedback.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on a three yearly basis with termly reviews by the SENCO and Health and Safety team (School Business Manager and Site and Facilities Supervisor). The governing body takes responsibility for the school Accessibility Plan and sets a clear direction for it. The Governing Body will also be responsible for ensuring that this plan is coordinated with other services and agencies, for example, with the LA accessibility strategy, social services and health agencies. We ensure that all staff receive regular training and support in meeting the requirements of the school Accessibility Plan.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- A copy is issued to all parents/carers of disabled pupils;
- On the school website

Senior Member of Staff Responsible:	Claire Smith (Headteacher)
Designated Member of Staff:	Victoria Chapman (SENCO)
Governor Responsible:	Lorna Jarvis

ROKEBY PARK PRIMARY SCHOOL

Accessibility Plan Section A – Improving Access to the Curriculum

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Teaching and learning across the school reflects equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and teaching includes opportunities to ensure the physical diversity of society is represented	All	Ongoing in response to need	Sept 2020	SLT monitoring time. Staff training as required.	Pupils are respectful and have an understanding of physical diversity.	
Ensure that the teaching and learning is differentiated appropriately to take account of all individual pupils' learning needs.	Staff to ensure planning is differentiated to consider the learning needs of all.	All	Ongoing in response to need	Sept 2020	SLT monitoring time. Staff training as required	Pupils' individual needs are met.	
Pupils with identified SEN have appropriate support in place.	Monitor provision for children with SEN to ensure needs are met.	All/SEN CO	Termly	Sept 2020	SENCO/SLT monitoring time.	Staff are increasingly aware of and are able to meet the individual needs of pupils with SEN.	

Accessibility Plan Section B – Improving Access to the Physical Environment

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Improve the ease of access to all areas of the school building.	Ensure all pupils can access all areas of the EYFS outdoor area by installing artificial grass surfaces and suitable pathways.	SBM/HT/SENCO	Sept 2018	Sept 2018	School devolved capital School budget	Pupils with disabilities will be able to access all areas of the EYFS outdoor area	Artificial grass and new safety flooring installed November 2018.
Improve the ease of access to all areas of the school building.	Ensure access area at the rear of the school is accessible to parents by providing a concrete area.	SBM/HT	Sept 2018	Sept 2019	School devolved capital School budget	Parents with disabilities will be able to access the rear of the school when collecting children	
Improve the ease of access to all areas of the school building.	Ensure all pupils can access the outdoor quad area by providing ramps to doors and pathways suitable for wheelchair users and raised beds.	SBM/HT/SENCO	Sept 2018	Sept 2019	School devolved capital School budget	Pupils with disabilities will be able to access the outdoor quad area	
Increase the amount of physical activity through play.	Purchase of playground play equipment.	SBM/HT	Sept 2020	Sept 2020	Devolved Capital (as available) and school budget.	Play area encourages physical activities for all pupils in school.	
	Purchase of a Muga for the main school						
Improve the ease of access to all areas of the school building.	Develop the staff carpark to include a specified disabled parking bay.	SBM/HT	Sept 2020	Sept 2020	Devolved Capital (as available) and school budget.	Disabled access to the school is improved	

Accessibility Plan Section C – Improving Communication and Information Sharing

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Ensure all information is received by	Audit of parent/carers needs.	SBM/SENCO Admin	Ongoing	Sept 2020	Access to LA advice on specialist	School will be able to respond quickly to	

parents/carers in an appropriate format.	Use LA advice to develop plans to make information more accessible.				information e.g. Braille	requests for information in alternative formats.	
Ensure all information is received by children in an appropriate format.	Key information available on website.	SENCO/SBM Admin	Ongoing	Sept 2020	Access to LA advice on specialist information e.g. Braille	Children with disabilities have greater access to information.	
	Modify child questionnaires – enlarge print, simplify language provide adult support as needed.						
Ensure that all information used in teaching is presented in an appropriate format.	Modify homework and worksheets – enlarge print, simplify language/ coloured paper as needed.	All/SENCO	Ongoing	Sept 2020	SENCO monitoring time	Pupil access to the curriculum and their attainment is in line or above targets set.	
	Use visual timetables and picture/symbol communication systems.						
	Use appropriate language in lesson delivery.						

Review

This policy and plan will be reviewed every three years unless legislation changes.

Reviewed: June 2017 by C Smith

Next review date: September 2020