

# Rokeby Park Primary School



## Accessibility Policy and Plan 2021-2024

Rokeby Park Primary School  
Gershwin Avenue  
Hull  
HU4 7NJ  
Tel: 01482 508915  
Email: [admin@rokeby.hull.sch.uk](mailto:admin@rokeby.hull.sch.uk)

## **Accessibility Policy January 2021 – January 2024**

### **Introduction**

This plan identifies the ongoing actions of the Local Governing Body of Rokeby Park Primary School to increase access to education for disabled pupils so that they can benefit from educational provision to the same extent that children without disabilities can. This plan explains how to increase access to education for disabled pupils in the following three areas:

- Increasing access to the curriculum for disabled pupils;
- Improving the physical environment of the school to increase access for disabled pupils;
- Make written information more accessible to disabled pupils by providing information in a range of different ways.

The attached plan is fully supported and resourced by the Local Governing Body and will be implemented from 1<sup>st</sup> January 2021 onwards. It will be reviewed and revised by the Governing Body annually until January 2024. It should be read alongside the Constellation Trust Single 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 and emotional 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 under the Equality Act 2010:**

**You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily 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 (2005)**, it is unlawful for employers to treat a **disabled** person less favourably than someone else because of his or her **disability** without justification, or to fail to comply with a duty to make reasonable adjustments, without showing that the failure is justified. The **2005 Act** applies to public authorities.

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
-------------------

**Aim 1: Increase access to the curriculum for disabled learners.**

This aim focuses on ensuring access to the curriculum. Access to the curriculum is vital in providing equal opportunities to children with SEND. At Rokeby Park Primary School, we ensure there is access to a full, broad and balanced curriculum for all pupils. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support. We need to ensure trips and visits, after school activities and extended school activities are accessible to all. At Rokeby Park Primary School, we use 'best endeavours' to provide 'high quality teaching that is differentiated and personalised' and which should 'meet the individual needs of the majority of children' (SEN Code of Practice 1.24).

**Aim 2: Improve the physical environment of schools to increase access for disabled learners.**

This aim focuses on how to improve the physical environment. Reasonable adjustments may be needed to ensure equality of access to the environment, including the creation of safe spaces, calming areas, and individual workstations.

Support services from health, social care and education services such as IPASS, Occupational Therapy and Physiotherapy, are available to advise educational settings about suitable and reasonable adaptations to the inside and outside to help include pupils with SEND.

For example, a pupil with visual impairment might have low vision aids provided through the EHC plan and with the support of recommendations in an IPASS report. But the school might as a general measure, provide blinds and adjustable lighting through the planning duty.

**Aim 3: Improving the delivery of information to pupils with disabilities learners which is readily accessible to learners who are not disabled**

This aim focuses on the development of planning to make information (normally provided by the school to its pupils) accessible to disabled pupils. Information which is produced should take account of pupils with disabilities, pupils and parents preferred formats and be made available within a reasonable timeframe. At Rokeby Park Primary School, we will use the support of IPASS and other external agencies to ensure that information is accessible for learners with a sensory impairment.

**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
- Single Equality Scheme
- Positive Behaviour Policy
- Admissions Policy
- School Improvement Plan
- Educational Visits Policy

- SEND Policy and SEND Information Report
- 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
- 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 (reviewed annually)

## **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 evacuation 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 January 2021 – January 2024**

### **Information from Pupil Data and School Audit**

The audit conducted by the SENCO Spring 2021 indicates that the following practices are in place:

#### **Curriculum:**

- Updated admissions documentation to ensure school knows the full picture of the child;
- Data obtained on future pupils to facilitate advanced planning, including pupils entering the EYFS and those transferring from other schools;
- Encourage liaison between early years' settings and schools to ensure good transition;
- Established procedures for the identification and support of pupils with Special Educational Needs;
- Core offer provided to all staff to ensure pupils with all areas of need receive the best provision;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated/bespoke 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, transcripts, scribes or additional time
- 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 and mobile buildings;
- Ramps to the mobile buildings.

#### **Information:**

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the SENCO. 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 Local Governing Body takes responsibility for the school Accessibility Plan and sets a clear direction for it. The Local 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.

<b>Senior Member of Staff Responsible:</b>	Claire Smith (Headteacher)
<b>Designated Member of Staff:</b>	Kate Wilde (SENCO)
<b>Governor Responsible:</b>	Hannah Stannard

## ROKEBY PARK PRIMARY SCHOOL

### Accessibility Plan Aim 1: Increase access to the curriculum for disabled learners

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	Jan 2024	SLT monitoring time.  Staff training as required.	Pupils are respectful and have an understanding of physical diversity. Jigsaw lessons include discussions around diversity and disability	
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. Quality first teaching CPD to support practitioners	All	Ongoing in response to need	Jan 2024	SLT monitoring time.  Staff training as required.	Pupils' individual needs are met. Bespoke teaching and learning in place. Use of core offer to support.	
Pupils with identified SEN have appropriate support in place.	Monitor provision for children with SEN to ensure needs are met. Use of IPASS to support us to understand how to adapt lessons to be accessible for learners with a sensory impairment or a physical	All/SENCO	Termly	Jan 2024	SENCO/SLT monitoring time.	Staff are increasingly aware of and are able to meet the individual needs of pupils with SEN.	



	disability						
--	------------	--	--	--	--	--	--

**Accessibility Plan Aim 2 – Improve the physical environment of schools to increase access for disabled learners**

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 the outdoor quad area by providing ramps to doors and pathways suitable for wheelchair users and raised beds.	SBM/HT/SENCO	Sept 2021	Jan 2024	Ramps, raised beds, level ground.	Pupils with disabilities will be able to access the outdoor quad area and join in learning experiences to promote positive emotional wellbeing.	
Create a calming space, sensory resource base	Use of external agencies to advise on creating a calming area to support transitions for some EHC pupils with high sensory needs	SBM/HT/SENCO	Sept 2021	Jan 2024	Conversion of space in school. Resources for pupils.	Pupils with sensory needs will have a space to regulate their emotions and a calming area to support transitions/daily routines.	

**Accessibility Plan Aim 3 – Improve the delivery of information to disabled learners which is readily accessible to learners who are not disabled.**

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Ensure all information is received by parents/carers in an appropriate format.	Audit of parent/carers needs.	SBM/SENCO Admin	Ongoing	Jan 2024	Access to LA/IPASS advice on specialist information.	School will be able to respond quickly to requests for information in alternative formats.	
	Use LA advice to develop plans to make information more accessible.						
Ensure all information is received by	Key information available on website.	SENCO/SBM Admin	Ongoing	Jan 2024	Access to LA /IPASS advice on	Children with disabilities have	

children in an appropriate format.	Modify child questionnaires – enlarge print, simplify language provide adult support as needed.				specialist information.	access to information.	
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	Jan 2024	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: January 2021

Next review date: January 2024