



THE
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Rokeby Park Primary School Accessibility Plan

Prepared by: K Clark (SENCo)
Date: September 2024

Introduction:

Rokeby Park Primary School is committed to providing an inclusive environment that values all students equally. We recognise the need to adapt our school environment and curriculum to support students with Special Educational Needs and Disabilities (SEND), ensuring that every child can access a high-quality education. This SEND Accessibility Plan outlines how we intend to improve the physical environment, access to information, and the delivery of education for students with SEND in compliance with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

1. Vision and Values

Rokeby Park Primary School fosters a positive, respectful, and supportive atmosphere for all students, irrespective of their needs.

We are committed to offering an inclusive curriculum that is accessible to all students, including those with SEND.

We aim to remove barriers to learning and participation, promoting the wellbeing and academic achievement of all students.

2. Legal Framework

This plan operates within the framework of:

Equality Act 2010 – ensuring that students with disabilities are not discriminated against.

Children and Families Act 2014 – setting out the rights of children with SEND and the responsibilities of schools.

SEND Code of Practice (2015) – guiding schools to identify and meet the needs of children with SEND.

3. Objectives

1. To improve access to the physical environment of the school to meet the diverse needs of students with SEND.

2. To ensure that students with SEND have full access to the curriculum and are supported to achieve their potential.
3. To improve the accessibility of written and digital information for students with SEND and their parents or carers.

4. Physical Environment

Current Situation:

The school is wheelchair accessible with ramps, wide corridors, and accessible toilets.

Some classrooms are equipped with flexible seating arrangements to accommodate physical and sensory needs.

Actions:

- Audit of physical environment: Annual review to assess and address the needs of students with disabilities (e.g., hearing loops, sensory rooms, improved signage, adjustable desks).
- Evacuation procedures: Regular fire drill practices to ensure students with physical disabilities can safely exit the building.
- Playground access: Adapt playground equipment and install inclusive play options for students with mobility or sensory challenges.
- Classroom seating: Provide ergonomic furniture, sensory cushions, and adjustable desks where required.

5. Access to the Curriculum

Current Situation:

Adapted teaching and curriculum is used to meet the individual needs of students.

We have a team of SEND-trained teachers and support staff, including Learning Support Assistants (LSAs), who work closely with students requiring additional help.

Actions:

- Staff training: Ongoing professional development for all staff in supporting students with diverse needs, including autism, ADHD, dyslexia, sensory impairments, and physical disabilities.
- Individual Education Plans (IEPs): Regular reviews of IEPs for students with SEND to tailor instruction and ensure appropriate interventions.
- Assistive technology: Provide access to technology such as speech-to-text software, touch screens, and communication aids for students with specific learning difficulties.
- Inclusive teaching strategies: Incorporate multi-sensory teaching methods, visual aids, and task breakdowns to support students with cognitive or processing difficulties.

6. Access to Information

Current Situation:

- The school provides written communication to parents and carers via letters, emails, and the website. The school also uses digital platforms such as Ping and Class Dojo to share information. Information is available in alternative formats upon request.

Actions:

- Alternative formats: Ensure all communication is available in large print, braille, audio formats, or translated to other languages when required.
- Clear signage: Ensure visual signage throughout the school is accessible to students with SEND, using symbols and images where necessary.
- Parent workshops: Host workshops for parents of SEND students to explain changes, policies, and how to access services and support.
- Website accessibility: Ensure the school's website is compliant with accessibility standards, allowing screen readers and easy navigation for individuals with visual impairments.

7. Training and Awareness

- At least annual SEND training for all staff members, covering the diverse needs of students and strategies for inclusion.
- Specialist training for LSAs and teachers working directly with students who have specific needs, such as autism, speech and language difficulties, or physical disabilities.

- Mental health support training to ensure staff can recognise and support students with social, emotional, and mental health difficulties.

8. Monitoring and Evaluation

- The SENDCo (Special Educational Needs Coordinator) will lead the monitoring of this plan, reporting termly to the Senior Leadership Team and LAB.
- Annual review: This plan will be reviewed annually to assess progress and update actions as necessary.
- Student voice: Seek feedback from students with SEND on their experiences and use this to inform changes to the plan.
- Parental engagement: Encourage feedback from parents and carers through surveys and SEND forums.

9. Complaints Procedure

If parents or carers are dissatisfied with the accessibility arrangements at Rokeby Park Primary School, they can follow the school's complaints procedure. The school will work to resolve issues promptly and in line with statutory guidance.

Conclusion

Rokeby Park Primary School is committed to ensuring that all students, including those with SEND, are given the opportunity to thrive in a safe, supportive, and inclusive environment. This SEND Accessibility Plan reflects our commitment to removing barriers to learning and participation, and to promoting an inclusive culture where every child can succeed.

The plan will be made available to all stakeholders and updated regularly to reflect ongoing developments in SEND provision.

Review Date: September 2025

Approved By: G Shaw (Head of School) LAB

Responsible Officer: Special Educational Needs Coordinator (SENDCo)