



ROSSETT ACRE PRIMARY SCHOOL



ACCESSIBILITY PLAN

Name of School:	Rossett Acre Primary School
Member of staff responsible:	Kate Woodcock
Date of Policy:	November 2021
Date of next review:	November 2023

Vision: Excellence and happiness for **all**.

Ethos: To respect **every** individual.

It is a requirement that Rossett Acre Primary School's Accessibility Plan is resourced, implemented and reviewed as necessary.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a "substantial" and "long term" negative effect on your ability to do normal activities. Substantial is more than minor or trivial, e.g., it takes much longer than it would to complete a daily task like getting dressed. Long term means 12 months or more e.g., a breathing condition that develops as a result of a lung infection. The definition includes physical, sensory (visual and hearing), learning difficulties and learning disabilities, mental health and long-term health conditions. [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)

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

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

At Rossett Acre Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favorably than other people.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

“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.” This includes a person:

- who is visually or hearing impaired
- with a physical disability
- with a medical condition including diabetes, asthma, epilepsy, chronic fatigue syndrome, a mental health condition and any other on-going illnesses and conditions.
- with an autistic spectrum disorder
- with Down’s syndrome
- with dyspraxia and/or ADHD
- with dyslexia

We understand that the definition of disability under the Disability and Discrimination Act is different from the eligibility criteria for special educational needs. This means that disabled pupils may or may not have special educational needs.

The school is committed to inclusion, the removal of barriers to learning and increasing access for pupils with disabilities in order to improve outcomes. This is driven by the National Curriculum Inclusion Statement which states that it is schools’ responsibility to: ‘provide a curriculum that meets the specific needs of individuals and groups of pupils’.

Key Objective

To reduce and eliminate barriers to access; barriers to the curriculum and so lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

Our Aims

At Rossett Acre Primary School we aim to provide an environment where every child has the confidence to strive for the highest possible standards of personal and academic achievement. Our commitment to an inclusive environment for pupils, parents and carers, staff, Governors and others involved in the school community is at the heart of our vision and values.

Action Plans

Please see attached three audits of current provision relating to our three aims of accessibility. These plans also have an ‘Action Required’ section with details of future planned action.

- Curriculum Access Plan
- Physical Access Plan
- Access to Information

CURRICULUM ACCESS PLAN

Statement	Evidence	Action Required	Outcomes
Teachers and support staff have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice when required.	CPD records for individual and whole school training. *Advice from external agencies	Regular SEN Staff meetings updating advice and provision. On-going CPD including Attachment Disorder, Visual Impairment training, Downs, Dyslexia and ASD	Staff working with 1:1 with children are more confident in supporting them. Many staff are trained so they can deal with emergency situations relating to individual children e.g. Buccal Midazolam training for a child with Epilepsy – Relevant staff being trained ensures that this child has full access to attend all visits and activities the same as his peers.
We will allocate support staff as necessary to work closely with pupils with a physical disability	1:1 TAs in place	As required	1:1 TA support continues for children with a disability e.g. Downs, visual and hearing impairment within school.
Pupils with SEMH (social, emotional, mental health) difficulties are supported in school	The Nurture Team consists of a Learning Mentor who is full time, a Nurture Team member who is trained in ELSA and a qualified teacher who is a Thrive practitioner. Nurture Group Support. Small groups and one-to-one. Peer Listeners, worry boxes, drop-in, PSHCE curriculum,	Monitoring via SEN Register, Nurture register and Vulnerable Pupil Register. Intervention monitoring by SENCo. Regular lesson observations. All staff training in Restorative Practice.	Restorative Practice implemented and continues. ELSA trained TA utilised in KS2. Thrive Practitioner utilised in KS1. 1:1 TA support for children with SEMH.

	circle times.		
Classrooms are optimally organised for disabled pupils.	Staff consider the best arrangement of furniture, to improve accessibility and accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of pupils with a disability.	Each September, we consider which classrooms would be best suited to accommodate children with additional needs. Year groups are moved as required.
Differentiated lessons provide opportunities for pupils to achieve, e.g. work to be completed by individuals, pairs, small groups and the whole class as appropriate and support staff are allocated as necessary.	Lesson visit records. Whole school Dedicated Support Map. Individual Dedicated Support Plan. Inclusion Passport. Lesson Plans.	Implementation of personalised learning to continue.	Children feel supported and are able to progress in their learning. Parent and Children voice is considered and taken into account. Children are able to feel a sense of achievement.
Buddying System in place for new starters.	CPOMs KS2 Survey	Meetings between SENCo and Class Teacher to consider best buddying pairings. Nurture Team to be introduced to children immediately. Check ins are carried out through the first term of the children arriving at school.	Children feel supported and welcomed into the school community.
All pupils are encouraged to take part in music, drama and physical activities.	Full inclusion, extra-curricular clubs and activities.	Meetings between parents and teachers on progress made. All staff to consider ideas for Lunchtime Clubs.	Several lunchtime clubs now taking place.
Staff recognise and plan for the additional time and effort needed by some pupils with disabilities, slow-writing speed for pupils with SPLD, more time to move from activity to activity for pupils with a physical disability.	All staff aware of needs and detailed in Inclusion Passport and Dedicated Support Plan. Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.	Sharing of Dedicated Support Plans and Inclusion Passport with parents and pupils, termly and when required. Meeting between parents, teachers and pupils regarding SATs arrangements.	Pupils given additional time and support during SATs.

All staff plan for additional time required by some disabled pupils to use equipment.	See planning.	Meeting between parents, teachers and pupils.	Children are then supported in the appropriate way. They can access their learning in a way that supports them.
Pupils with disabilities who cannot participate in particular activities are given alternative experiences eg. Some forms of exercises in PE/sport.	See planning.	Meeting between parents, teachers and pupils.	Children are able to exercise in an appropriate way.
IT equipment is provided for and has been fitted with additional software/hardware to allow access for disabled pupils.	Various software on laptops, enlarged keyboard, variety of recording equipment.	Links with the SENDHUB, Hearing Support and Speech Therapy Support Services to provide as and when appropriate.	Additional equipment provided for child with hearing impairment.
School Visits are accessible to all pupils regardless of attainment or impairment.	See Educational Visits Policy. All Risk Assessments include information regarding pupils with a disability, H&S Policy.	Site visits to always take place prior to school visit.	All children are given the same opportunities.
All staff have high expectations for all pupils.	Lesson Observations, tracking and target setting in place. Pupil Impact meeting notes.	Regular lesson observations, book scrutinies, learning walks, interviews with pupils, pupil Impact meetings.	Monitoring ensures that all staff are setting high expectations for all children.
All staff strive to remove barriers to learning and participation and value pupil voice.	Lesson Observations, Dedicated Support Plan reviews, staff meetings.	Continued communication and CPD for all staff.	Staff feel equipped to support pupils with disabilities and know where they can access resources and training opportunities. Children and their families feel they are listened to.

PHYSICAL ACCESS PLAN

Statement	Evidence	Action	Outcome
Wheelchair users will require a ramp and/or some assistance when accessing the school building and some internal areas.	The Majority of doors are wide enough to accommodate a wheelchair. The majority of classrooms are on one level and a ramp is available leading into the Timeline Hall.	Health and Safety inspections are carried out regularly. Handrails and grabrails have been erected to support where required.	Children who need access are provided with this.
Disabled toilet facilities have sufficient room to accommodate a changing mat.	Changing mat available and nappy bin in place.	A care suite has been considered by RKLT however, at present, there are not children who require it in school.	RKLT aware of possible need of care suite in the future. Children in nappies have facilities to be changed in an appropriate environment.
All external areas are accessible for children with visual impairment.	Some external steps are clearly white-lined and external handrails are painted white.	Handrails, steps, and communal boundaries have been painted in white in most cases. Steps and railing leading from the music room to the front of school are not painted white however, a visually impaired child has a 1:1 who can support where necessary. Railings to be painted white. Steps to be painted white.	Children with visual impairment can negotiate steps around school successfully.
Pathways round school are safe and well lit.	Good lighting and pathways are well maintained in adverse weather conditions.	Site Manager carries out regular safety checks and records on Risk Manager. Annual H&S Audit is carried out. H&S inspection carried out by NYCC 16/11/21.	Pathways are currently safe.
Clearly marked disabled parking bay One outside school and one in	Disabled parking bay	Regular painting to ensure clear visibility. Last round of painting was in 2020. Ensure bay is cleared after heavy	Area for parking when required.

the RKL T carpark.		snow fall.	
Emergency and evacuation systems in place.	Auditory alarms. Hearing impaired/children with disabilities escorted off the premises by designated adult.	Evacuation Plan in place. Pupils with physical disability require a Personal Emergency Evacuation Plan (PEEP).	Children with a PEEP are supported during practice and real emergency evacuations.
School safely accommodates Assistance Dogs	Medical forms completed by parents and sent to school.	School First Aider to report cases of canine-allergy. Risk Assessment in place for Buddy Dog when it comes onto school premises.	Pupils with an allergy will not be near the Buddy Dog.
Intention for school décor to provide appropriate contrast and harmony for pupils with visual impairment, autism, or epilepsy	Décor in school clearly identifies difference between the bottom of the wall and where the carpet starts. Skirting boards are a different colour.	When school is redecorated advice regarding best colour scheme to meet the needs of pupils with visual impairment, autism or epilepsy will be sought from Communication and Interaction SENDHUB. Areas of the school to be re-decorated January 2021	Contact SENDHUB for advice.
Specialist equipment in use to support a hearing-impaired child to access school life.	Record of regular equipment checks carried by the Teacher of the Deaf and Educational Audiologist	To contact the teacher of the Deaf when necessary.	The child can access school life
Furniture and equipment selected, adjusted, and located appropriately	Appropriate furniture/accessories on loan from Occupational Therapy as required. School also purchases resources, e.g., wobble cushions, ear defenders, writing slope etc.	To monitor and order equipment when appropriate.	Pupils have access to appropriate equipment and resources to aid the with their learning.

ACCESS TO INFORMATION

Statement	Evidence	Action	Outcomes
Staff are familiar with technology of practices to assist pupils, parents, and carers with disabilities, e.g., Positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.	Advice from Specialist Teachers and SENDHUB Lesson visits. Learning walks.	Staff meetings to discuss when needs arise and on-going CPD. Referrals to the SENDHUB when necessary.	Support is offered from external agencies for school and families.
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Advice from Specialist Teachers and SENDHUB Lesson visits. Learning walks.	As appropriate and when requested.	Support is offered from external agencies for school and families.
The school ensures that both in lessons and parent's meetings, information is presented in a user-friendly way, e.g. by reading aloud, using overhead projectors, Powerpoint presentations etc.	IWB used in every class and visualisers are used for close demonstration work (i.e., Needle work, sketching etc). and for enlarging texts. All staff read aloud and for parents who cannot read, information can be read to them. Separate report can be requested to be sent if a parent does not live at the same address.	Accessibility of the website can be found here Accessibility - Rossett Acre Primary School	Pupils and families can access all the information needed.

	<p>Powerpoint presentations used at workshops, forums, and Parents' meeting.</p> <p>Website updated regularly and weekly newsletter sent to all parents.</p>		
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