ROKESLY INFANTS SCHOOL

Accessibility Plan

Ratified: February 2023

Review Date: February 2024

1. Introduction

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

a) To increase the extent to which disabled students can participate in the school's curriculum.

b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disable

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Rokesly Infant School is a well-planned school with only a few areas which could be improved for pupils and visitors with a disability. The School is doing all it can to make reasonable adjustments to the access in the buildings and is doing everything it can to comply with The Equality Act 2010.
Reasonable adjustments have been made for all children with SEND where necessary. When a child with a particular disability is admitted to the school, they consult with outside agencies for extra guidance when necessary. The school is fully committed to following the guidance contained in the report. Recent updates have included the link building making the whole site accessible and the
Nursery building in 2010.

Rokesly Infant and Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.
2.4 To identifying barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 Definition of Disability (Equality Act 2010) “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.”
3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:
a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed. a) Increase the extent to which disabled students can participate in the school's curriculum
4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school’s specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.
4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.
4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with SEND. This includes:
a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools supported by individual provision maps and the SEND register.
b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
c) Listening to students’ and parents’/carers’ views and taking them into account in all aspects of school life.
d) Awareness raising programmes for all students about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.

e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
f) Increasingly specialised in-class support or guidance from trained staff
g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist) on how to adapt the curriculum and teaching strategies for individuals.
i) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
j) Ready access for parents to staff, with partnerships supported by ongoing home-school liaison.
k) A structured and dedicated transition programme (into Year 3) for vulnerable students
l) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

4.5 The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:
a) Lifts
b) A specialist SEND area, with small, quiet and calm learning spaces
c) Accessible toilets
d) Features that improve acoustics
e) Customised furniture and/or equipment
f) Specialist resources, including digital technologies
g) Guiding in emergency evacuation
4.6 In addition, teachers are given advice on how to move and arrange furniture, manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits. Further development
4.7 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.
4.8 The school is also committed to ensuring full accessibility in any future new build. c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled
4.9 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.
4.10 In addition, the school makes the following available as appropriate:
a) Differentiated resources with particular attention to reading age, plain English, images and layout.
b) Laptops and other digital technologies.
c) Coloured overlays for text. d) Tactile resources.
e) Readers and/or scribes in exams, where appropriate

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.
5.2 All leaders are responsible for improving accessibility within their area of responsibility.
5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.
5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. **This plan will be reviewed in response to Accessibility audit**

Signed by

Head Teacher _____Date:_____

SENCo _____Date:_____

Governor _____Date:_____

Accessibility Audit Findings

An Accessibility Audit of Rokesly Infant and Nursery School was commissioned by Grant Bright, Headteacher. The audit visit took place on 02/12/2021. Further information was obtained from the school website and by pre-visit questionnaire.

10.1	**Access to Information** Staff Training – inc. disability awareness Information sharing Website and social media content Staff familiarity with technologies/strategies to support people with disabilities (inc. visual impairment) Complaints process	**Compliant** Maintain existing action and processes.
10.2	**Access to site and facilities** Internal movement – corridors, stairs, lifts Security gates and barriers Medical facilities Lighting and internal décor Dining, catering, outdoor and social spaces Teaching and study spaces	**Compliant** Maintain existing action and processes.
10.2	**Access to site and facilities** Accessible toilets	**Improvement recommended** Provide signage to direct visitors to the accessible toilet. Install coat hooks at an accessible height in all of your accessible toilets.
10.2	**Access to site and facilities**	**Improvement recommended**

	Access through site to reception, reception facilities Accessible toilet Doors (Front entrance door)	The main entrance door is the original door to the building and consists of two heavy wooden doors. There are no vision panels. There is a small step but a portable ramp is available. We suggest a new entrance be built as the holding area inside is very small. We consider this to be a matter of importance. Additionally, on entering through the main wooden doors the reception area is small and has another heavy door to gain access to the inside of the school. **A wheelchair user cannot enter the main entrance unaided.**
10.2	**Internal Signage** Readability and situation of information signs	**Improvement recommended** Signs in uppercase do not conform to the Equality Act 2010 as they are potentially confusing to those with a visual impairment. Any new signs should be designed to meet requirements of the Sign Design Guide - Published by the JMU & Sign Design Society
10.3	**Access to education** Pre-admission visits Safeguarding Pupils with temporary, emerging or ongoing Health Care Needs Access to the curriculum Lesson planning and support for pupils with SEND Access to Educational Visits and Extra Curricular Activities Pupil Outcomes Staffing & Leadership	**Compliant** Maintain existing action and processes.
10.3	**Access to education** Training of staff and stakeholders	**Improvement recommended** Provide training in disability awareness to staff, governors and pupils.

Accessibility Action Plan - Summary

An Accessibility Audit of Rokesly Infant and Nursery School was commissioned by Grant Bright, Headteacher. The audit visit took place on 02/12/2021. Further information was obtained from the school website and by pre-visit questionnaire.

10.2	**Access to site and facilities** Access to Reception	**Suggestions to improve/resolve** Level out uneven ground by pedestrian entrances. **L - Low Priority A**
10.2	**Access to site and facilities** Access to Reception	**Suggestions to improve/resolve** Redesign entrance area possibly bringing the door forwards and outwards and enlarge the reception area. LA consultation. **ST - Structural Change Priority D**
10.2	**Access to site and facilities** Accessible Toilets	**Suggestions to improve/resolve** Provide signage to direct visitors to the accessible toilet. Install coat hooks at an accessible height in all accessible toilets.. **OG - Ongoing Maintenance Priority B**
10.2	**Internal Signage** Readability and situation of information signs	**Suggestions to improve/resolve** Review internal signage. Print new signage in both uppercase and lowercase lettering. Place information signage at readable height **OG - Ongoing Maintenance Priority C**
10.3	**Access to education** Training of staff and stakeholders	**Improvement recommended** Provide training in disability awareness to staff, governors and pupils. L **- Low Priority C**

Priority Ratings
Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Where action is recommended within 12 - 24 months to improve access.

Priority D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS - Budget costs have been included in the form of bands.

OG - Ongoing Maintenance - recommendations likely to be achievable within annual revenue budgets as part of the annual planned preventative maintenance programme.

L – Low - recommendations likely to be achievable for a budget of less than £1000

I – Intermediate - recommendations likely to be achievable for a revenue budget of £1000 - £5000. Such action may need allowing for at annual budget planning time.

H – High - recommendations likely to be achievable for capital budget cost above £5000. Such action will probably need allowing for at annual budget planning time.

ST - Structural Change - recommendations likely to require a budget exceeding £15,000. Strategic Budget and Project planning at a professional level of support are likely to deliver desired change.