

## NAWTON AND ROSEDALE ABBEY FEDERATION

### ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOL – ACCESSIBILITY PLAN 2024 - 2028

Written by:	Nichola Oxtoby – Headteacher Claire Smith – SEND Co-ordinator
Ratified by:	SEND Governor – Sally Clifford Headteacher – Nichola Oxtoby
Review Interval:	Every three years
Review Date:	January 2028
Signed:	Nichola Oxtoby – Headteacher SEND Governor – Sally Clifford

This Accessibility Plan shows how **Rosedale Abbey Community Primary School** site intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

#### **Disability and The Nawton and Rosedale Abbey Federation:**

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'- the Disability Discrimination Act, 1995 definition of disability. The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA).

The Governing Body of The Nawton and Rosedale Abbey Federation recognises the following duties that this places upon them;

- To not treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

#### **Areas of planning responsibilities:**

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the full Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

#### **Access to this plan:**

This plan will be published on our website. It will also be made available on request to any current or prospective parent/carer who requests it. We will also hand this plan to any parent/carer of a child with disabilities who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

The School's Equality Policy ensures that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEND Policy as well as its Equalities Policy.

**Supporting Policies:**

- Equalities Policy
- SEND Policy
- Curriculum Policies
- Behaviour and Anti-bullying

**Current Situation:**

- The school is housed in a building that has provided many community activities. It has one classroom downstairs, accessible to a wheelchair user and one classroom upstairs with no lift and the Fire Exit has stairs.
- The children’s toilets are located on the groundfloor
- All teaching rooms have electronic white boards.
- The playground can be accessed by a wheel chair from the ground floor classroom.

**Current Range of known disabilities:**

At present we have no wheelchair dependent pupils, parents/carers or members of staff. The school has children with a range of disabilities which include moderate and specific learning disabilities and medical conditions.

**Accessibility Plan 1.**

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school’s work. Through self review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to be adaptive to meet every child’s needs within mostly mixed ability inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Increase confidence of all staff in adapting the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic	Headteacher, Subject Leaders & SENDCO	Ongoing depending upon pupil needs.	Raised staff confidence in strategies for adaptation and increased pupil participation
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	Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if required			
Use ICT software to support learning	Purchase and implement new software to support pupils' learning.	Headteacher & SENDCO	Ongoing depending upon pupil needs.	Pupils able to access tailored support and curriculum improving outcomes.
All educational visits to be accessible to all	Risk Assess visit using information provided by venue and preliminary visit. Ensure venue is suitable for all pupils. Put in place measures to reduce risk such as additional one to one support.	SENDCO, Group Leader, Educational Visits Leader, Head Teacher.	On-going	All pupils able to access school visits ensuring equality of opportunity.

2. Improving access to the physical environment of the school Provision, in exceptional cases, will be coordinated and adapted when a pupil's specific needs are known as they enter the school.

The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP when required. Be aware of staff, governors and parents/carers access needs and meet as appropriate Consider access needs during recruitment process. Where necessary apply for Emergency funding to accommodate pupil's needs (within 6 weeks)	SENDCO and Head Teacher	As required Induction and ongoing if required	EHCP and or Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met Parents/carers have full access to all school activities Access issues do not influence recruitment and retention issue
Improve external and internal environment access for everyone	Remove trip hazards. Mark edge of steps. Keep corridors clear.	SENDCO and Head Teacher	Ongoing maintenance and premises management.	Reduced risk of slips, trips and falls.

3. Improving the delivery of written information to disabled pupils and parents/ stakeholders. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School administrator will support and help parents to access information and complete school forms	School Administrator and IT technician	During induction On-going	All parents/carers receive information in a form that they can access. All parents/carers understand what are the headlines of the school information.
Ensure all staff are aware of guidance on accessible formats.	Staff CPD on dyslexia and accessible information and resources	SENDSCO	On-going	Staff able to support pupils with dyslexia leading to improved self-esteem and pupil outcomes.
Provide information in other languages for pupils or prospective pupils	Contact EAL unit at LA to provide support and resources.	Headteacher	As required	Pupils integrate quickly into school and are able to access the curriculum.

Review frequency: Every three years.

Approval: Governing body delegate to SENDSCO Link Governor and the Headteacher.

Legislation: Equality Act, 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.