

Roe Farm Primary School



Accessibility Policy & Plan 2022-2025

Approved by: Full Governing Body

Date: 19.10.2023

Next review due by: February 2025

Date of amendment	By Whom	Summary of Changes	Date amendment/s shared with governors
November 2024	SBM	Head teacher changed to Co-head teacher	November 2024

Introduction

Under the Equality Act (2010) schools should have an Accessibility Plan. The Equality Act replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The Equality Act (2010) states that a person has a disability if:-

1. He/she has a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

We are committed to making sure that we:

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

The Accessibility Plan is listed as a statutory document in the DfE’s guidance on statutory policies for schools. The Plan must be reviewed every three years. The current plan is attached to this document.

The School’s Vision and Values

Roe Farm Primary School has high expectations for pupils with disabilities and expects them to be able to participate and achieve in every aspect of school life. We aim to remove barriers to learning so that every pupil can participate in all aspects of school life. Our commitment to equal opportunity is driven by our belief in inclusion for all, taking into consideration the protected characteristics such as race, SEND needs.

Key Objectives

- To reduce and eliminate barriers to access the curriculum and have full participation in the school community for pupils, and prospective pupils, with a disability.
- The school is committed to ensuring equal treatment of all employees, pupils and any other stakeholders with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Principles

The school will:-

- Recognise and value parents’/carers’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respect the parents’/carers’ right to confidentiality.
- Provide all pupils with a broad and balanced curriculum that is appropriately adapted to meet the needs of individual pupils.
- Set suitable learning challenges and targets for pupils.
- Respond to pupils’ diverse learning needs.
- Endeavour to overcome barriers to learning and assessment for pupils.

Activities

The school will:-

- Have high expectations of all stakeholders.
- Devise teaching strategies that will remove barriers to learning and participation for pupils with disabilities in all areas of the curriculum.
- Seek and follow the advice and guidance of Local Authority services and outside agencies, e.g. Specialist advisers, health professionals.
- Take into account the needs of pupils and other stakeholders when planning and undertaking future improvements and refurbishments of the school premises.

- Make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested.
- Plan educational visits so that pupils with disabilities can participate.
- Raise awareness of disability amongst staff and pupils.
- Provide written information for all stakeholders in a format that is user-friendly.
- Eliminate harassment related to a disability for all stakeholders.

How the school will meet its duties

The school will meet its' duties under the relevant legislation by:-

- Publishing an Accessibility Plan that will be reviewed every three years.
- Meeting with stakeholders with disabilities to ascertain how effectively the school is supporting them.
- Providing additional support for pupils with disabilities ensuring they are treated no less favourably than their peers.
- Adapting the curriculum and/or making reasonable adjustments to ensure pupils with disabilities participate fully in all aspects of school life.
- Making this policy known to all stakeholders by placing it on the school's website.
- Recording all incidents of harassment and taking all such incidents seriously with relevant policies and procedures being followed.

The Purpose of the School's Plan

The aim of this policy and plan is to set out the commitment of the Governing Body of Roe Farm Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively.

Roe Farm Primary School provides teaching and learning which meets statutory requirements. The school has regard to the Code of Practice when meeting the needs of pupils with Special Educational Needs & Disabilities.

Linked Policies

The Accessibility Policy and Plan will contribute to the review and revision of related policies including:-

- School Improvement Plan
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Educational Visits Policy
- Health & Safety Policy
- Access to Education for Pupils with Medical Needs
- Racial Equality Policy

The Accessibility Plan

Physical Environment

Roe Farm Primary School is situated on two levels with wide corridors and several access points from outside. The land upon which the school and nursery are built is relatively flat. For EYFS and KS1 all access points are flat and level thereby ensuring easy access for wheelchair users. The area around the outside of the KS2 area of the building is again level access for wheelchair users. Main doors into the school and nursery building are wide and accessible for wheelchair users. Doors within the main school corridor are also wide to enable access to wheelchair users. The school has internal emergency signage and emergency lighting. All escape routes are clearly marked. There are three disabled toilets within the main school building with handrails and emergency pull cords and 1 disabled toilet in the Multi Games changing rooms. We have two disabled lifts - one on each side of the school building to allow access through the school. Onsite parking for staff and visitors is available close to the main entrances into school and nursery.

Curriculum

Improving teaching and learning is at the heart of the school's work. The school follows the National Curriculum, Early Years Foundation Stage Curriculum and where applicable 'The Engagement Model' or Pre – Key Stage materials in KS1 and KS2. Through self-evaluation and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. In addition, we have 'Nurture Provision' for individuals who may need additional support with building resilience and developing social and emotional skills through use of 'Zones of Regulation' and use of the 'Boxall Profile' to monitor and measure impact. Zones is currently in the early stages of implementations across school and displays are visible and accessible for children in all classes to enable staff to check in with children where needed.

Further staff CPD has been planned to further increase staff knowledge and understanding for effective implementation. Teachers and support staff have also been trained in specific areas in order to support pupils with additional needs when accessing the curriculum e.g. Talk Boost, Lego Therapy, 'Friend for Life' programme, Physical Literacy, Precision Teaching and NELI. Where relevant and appropriate school works closely with external agencies such as Speech and Language Therapy, Educational Psychologists, School Health, Hearing specialists and Occupational Therapists. This allows for specific and targeted training to be identified in order to support groups/individuals.

Two full – time Teaching Assistants work across school providing specific and targeted interventions for groups/individuals based on recommendations or speech plans. One of which leads our Nurture provision and the other is based in Nursery each afternoon to allow for early identification of possible concerns around Speech, Language and Communication. It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school including participation in clubs and educational trips/visits.

Information

Information about the school is generally in a written format. This can be provided in larger print if requested or a member of staff will go through the information with a parent/carer on a one-to-one basis. Information can also be accessed on the school website.

Management, co-ordination and implementation

The Co-Head, teachers, Governors and the Senior Leadership Team (including the SENCo) will consult with outside agencies and the Local Authority when new situations regarding children with disabilities arise.

Improving Access to the Physical Environment

Target	Strategies	Completion Date	Responsibility	Success Criteria
School aware of the access needs of disabled children, staff & parents/carers	Create access plans for individual disabled children/adults as part of the Target Setting Review process. To consult and work with the whole school community to gather appropriate information.	On entry to school	SENDCo Class teachers	Individual plans in place for all children with additional needs. Use information gathered to plan adjustments and adapt provision accordingly.
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation plans for pupils when appropriate. Ensure designated staff are aware of their responsibilities. Regular evacuation practices (known and unknown).	Ongoing	Co-Head teacher Governors Designated Staff Critical Incident Plan Premises	All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies.

Improving Access to the Curriculum				
Target	Strategies	Completion Date	Responsibility	Success Criteria
To ensure that teaching and learning activities provide opportunities for all pupils to achieve.	Lessons and activities address a variety of learning styles and are effectively adapted to meet the needs of all children. Children have opportunities to work individually and collaboratively in pairs, groups and whole classes. ICT is used to support pupils' with additional needs when accessing to the curriculum. Target Setting Review documents reviewed and shared with parents termly. School accesses appropriate training, equipment specific to a pupils' needs, e.g. special grip pens, coloured overlays, writing easels, etc.	Ongoing	Co-Headteacher All staff Governors Curriculum Committee	Termly monitoring by SENCo/Head to review provision for SEND and allow for needs to be identified and for relevant support to be implemented e.g. staff CPD/training All staff to be clear of recommendations from external agencies and ensure where possible strategies/systems are implemented
To develop and embed strategies in order to support Social and Emotional Needs.	Links with Bridge the Gap: targeted support and intervention for individuals and their families. Development of a safe space in school for children to go: Sensory space. Support from 'Bridge the Gap' to access funding and develop. Implement 'Zones of Regulation' across school to allow for needs to be identified earlier and support with children's emotional regulation. Staff CPD/training to support: Educational Psychologist	July 2022 September 2021 Training: Spring term (on – going)	Co-Head teacher SENCo All staff	Increased level of parental engagement to support children in managing emotional regulation. Reduce risk of exclusion for identified individuals. Children to have a greater understanding of the Zones and be able to understand and explain feelings and develop strategies for managing this.

To ensure all staff are aware of disabled children's curriculum access.	Specific staff training for teachers, teaching assistants and midday supervisors who support disabled pupils, e.g. training in use of communication in print to support pupils with communication difficulties, Autism Awareness Training, Zones of Regulation	Ongoing	Co-Headteacher All staff	Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs. Staff trained and feel confident in supporting specific needs of groups/individuals.
Monitor and track progress and achievement of pupils with additional needs.	SENDCo monitoring through learning walks, book reviews and pupil discussions; regular feedback to staff Pupil progress meetings evaluate the progress of pupils with additional needs in each class.	Ongoing	Co-Headteacher SENDCo Class teacher	Children with additional needs are reaching their full potential through a carefully planned curriculum that has been adapted to meet their needs.
To ensure all pupils participate in physical activities.	Individual access plans for disabled pupils. Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities. Risk assessments undertaken for specific pupils.	Ongoing	Co-Headteacher Designated staff	All children participate fully in all physical activities.
Ensure all school trips are accessible to all.	Individual risk assessments undertaken for specific pupils. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.	Ongoing	Co-Headteacher Deputy Head teacher Designated Staff: trip leaders/class teachers	All children able to take part in school trips safely and confidently.
To include positive images of disability in assemblies and the curriculum.	Use of resources and contexts to promote positive images of disability. Disability equality issues incorporated into PSHE planning.	Ongoing	Co-Headteacher All staff	Resources reflect positive images of disability. All children have an increased knowledge and understanding of disability issues. Very low incidences of poor behaviour recorded and monitored.

