

## Rothbury First School

### Accessibility Plan

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

#### **Our School Vision**

We are continually working to achieve our School Vision which includes the following statements:

'Rothbury First School aims to ensure that all children achieve their full potential in all subjects of the curriculum and in all aspects of school life.

We aim for children to have high expectations, independence, confidence, self-esteem and a sense of responsibility for themselves and others.'

Rothbury First School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report May 2016. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Rothbury First School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

### **Current Position**

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Report.

The proportion of pupils with SEND Support is in line with national averages (Raise Online 2015) whilst the proportion of pupils with an Education Health Care (EHC) Plan is below the national average.

This plan will be reviewed at least every 3 years. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

<b>Draft Policy reviewed by Governors:</b>	<b>Nov 2016</b>
<b>Issued:</b>	<b>Jan 2017</b>
<b>Date of next review:</b>	<b>Nov 2019</b>

**THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST**

## Accessibility Plan for Rothbury First School from September 2016 – 2019

### Curriculum

Priority	Action(s) to be taken	Timescales	Cost/Resources	Responsibility	Monitoring and evaluation	Annual Review
Improve EYFSP Listening and Attention outcomes to exceed national averages in Summer 2017 to remove barriers to the curriculum for children with Speech, language and communication needs.	Ensure monitoring and intervention plans are in place where appropriate.	Sept 2016 – July 2017		Headteacher (HT)	SEND Governor EYFS Governor	
Ensure that the new curriculum model is enabling SEND children to make good or better progress in all classes.	Termly monitoring activities to evaluate impact of the curriculum on SEND pupils' progress.	Sept 2016 ongoing	½ day release termly for senior leaders and HT	HT Staffing Committee	SEND Governor	
Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level.	Ongoing review/refinement of current assessment systems.	Sept 2016 ongoing		HT/SENCO	SEND Governor	
Short term planning to reflect inclusion needs.	Directed time given to staff (PPA) to review and develop planning process.	Ongoing		HT Class Teachers	HT to monitor planning termly, feedback to staff	

## Physical Environment

Priority	Action(s) to be taken	Timescales	Cost /Resources	Responsibility	Monitoring and evaluation	Annual Review
School decorated in contrasting colours for easy identification.	Repaint communal areas of school. Repaint classrooms on a rolling programme.	Ongoing programme dependent on budgetary constraints	Project by project evaluation	HT & Governors	HT & Governors	
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Evacuation Plans as and when necessary.	Ongoing		HT	Health & Safety Governor	
Improve parking arrangements on site.	Clearly identify accessible parking space. Advise parents of new parking signage.	Ongoing		HT	Health & Safety Governor	

## Accessibility of Information

Priority	Action(s) to be taken	Timescales	Cost /Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school.	Specify on the school website that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Policies to include foot note about larger print.	Ongoing		HT Office Staff	SEND Governor	