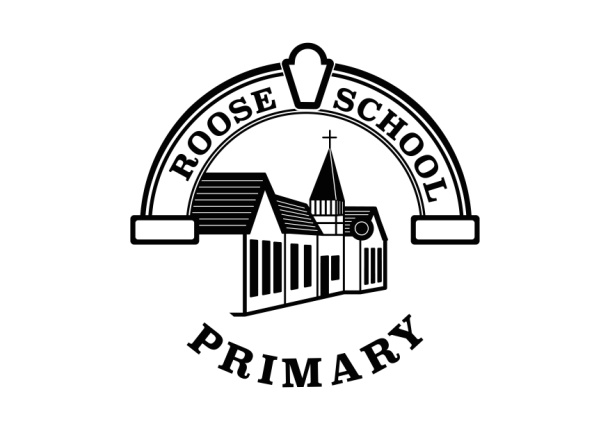
ROOSE COMMUNITY PRIMARYSCHOOL



ACCESSIBILITY PLAN

2017 – 2020

APPROVED BY : FULL GOVERNING BODY

Name: LYNN Furzeland-Ridgway

Position: Chair of Governors

**Signed:**

**Date: 21st September 2017 Review Date: September 2020**

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## INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

* The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
* Failure to make a reasonable adjustment can no longer be justified. The fact that it must be ‘reasonable’ provides the necessary test.
* Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
* From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

* Direct discrimination
* Indirect discrimination
* Discrimination arising from a disability
* Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a ‘proportionate means of achieving a legitimate aim’.

## DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

* they have a physical or mental impairment;
* the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

* 'substantial' means more than minor or trivial;
* 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
* 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

**Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

**Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

* Sensory difficulties
* Learning difficulties
* Impairment resulting from, or consisting of, a mental illness

In addition there is a range of ‘hidden impairments’ such as

* Dyslexia
* Speech and Language Impairments
* Autism
* Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil’s ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

* Mobility
* Manual dexterity
* Physical coordination
* Continence
* Ability to lift, carry or otherwise move everyday objects
* Speech, hearing or eyesight
* Memory or ability to concentrate, learn or understand
* Perception of risk of physical danger

## REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

* When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
* We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be ‘reasonable’ although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND, and EHCP (or the statement / plan does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

## AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools and Local Authorities are the same as the duties in the previous DDA. Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Roose Community Primary School we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

* increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
* improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
* improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. Compliance with the disability duty under the Equality Act is consistent with the school’s aims and Single Equality Scheme, and the operation of the school’s SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We thrive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

## KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

* To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
* We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
* We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
* We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
* setting suitable learning challenges;
* responding to a pupil’s diverse learning needs;
* overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## CONTEXTUAL INFORMATION

* Roose Community Primary School is set on the outskirts of Barrow-in-Furness, which is an industrial town on the Furness Peninsular in Southwest Cumbria.
* The school is housed in a Victorian building, which has been well maintained, extended and adapted for well over more than a hundred years.
* In 2017 we have 175 children on roll in the school divided into seven classes.
* We cater for a wide range of abilities, talents and needs.
* We have a nursery on site which takes children as babies to four years old.
* We have extensive school grounds, including playground, large field, 2 outdoor classrooms, pond dipping area and quiet gardens.
* We have good relationships with the other schools in the town and we often work collaboratively in curriculum and sporting activities.
* We aim to give the children as wide an experience beyond the curriculum as we can and this was celebrated in our last Ofsted report, as was the outstanding behaviour and safety of our children.

## DEVELOPMENT

### The Purpose and Direction of the School’s Plan: Vision and Values

Our School:

* has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
* is committed to identifying and then removing barriers to disabled students in all aspects of school life;
* values the individual and the contribution they make to all aspects of school life;
* will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
* acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
* will continue to focus on removing barriers in every area of the life of the school;
* is committed to embracing equal opportunities for all members of the school community.

### Information from Pupil Data and School Audit

* Children start Reception with a wide range of abilities. By the end of the Reception year in 2017 93% of children had achieved a good level of development (69.3% nationally);
* At the ends of Key stage 1 and Key Stage 2 (2017) achievement overall was well above the national average;
* 22% of our children are eligible for the Pupil Premium Grant and 1% of children have an EHCP (formerly known as a statement of Special educational Need); 13% of children are on the SEND register – they have IPPs and extra provision / support provided.
* 1% of children have a hearing impairment;
* 95% of our child are white British, whilst the other 5% have ethnic origins from other European and Asian backgrounds;
* The school has two wheelchair ramps and handrails on the wall by the front steps;
* Depending on the needs of pupils other accessories and provision of outside agencies is arranged;
* Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community;
* 2 children with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

* liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
* improve the information dissemination from our Learning Support facility;
* implement a system that allows parents to inform us if they themselves have a disability;
* identify early on in their school career any obstacles to the effective learning of disabled students;
* use all available data to inform the planning of individual student learning patterns;
* use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.

### Views of those Consulted during the development of the Plan

We will:

* ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
* consult the full governing body/SEND governor/relevant sub-committee;
* consult staff including specifically SENCo, heads of year/department, safety committee;
* set up a structure to allow the views of students, both able and disabled to be taken into account;
* survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
* involve outside agencies who already exist to assist disabled students in their education and future careers;
* ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

## SCOPE OF THE PLAN

### Increasing the extent to which disabled pupils can participate in the school curriculum

* to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
* to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
* to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA **Special Educational Needs and Disabilities (SEND) Education Health care Plans and Provision Team.**

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school/setting will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

As part of our planning duty we will work to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will plan to improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

Governors will identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

* in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
* investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

### Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

We will strive to:

* produce all school literature at the correct font size to help visually impaired students;
* investigate alternative ways of providing access to information, software and activities;
* investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## IMPLEMENTATION

### Management, Coordination and Implementation

As a result of the audit we have:

* produced action plans, with definite time scales for the implementation of the actions implicit in the plan;
* provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;
* present the plan to the governing body for their approval;
* modify the plan based on the views of stakeholders;
* review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

### Accessing the School’s Plan

* Plans will be made to investigate symbol software to support learners with reading difficulties.
* Raising awareness of font size and page layouts will support pupils with visual impairments.
* Audit the school library to ensure the availability of large font and easy read texts will improve access.
* Auditing signage around the school to ensure that is accessible to all.
* Auditing the use of, and methods of displaying materials around the school.

This will be done through:

* presentation in a section on the school website open to all visitors to the site;
* mention in the head teacher’s newsletter of the availability of the plan;

We will ensure that the plan and other written documents are available in different formats where requested. Plans are available in written and electronic form at the moment.

The school will investigate being able to provide these in braille, audio and other languages used in the school community

## RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

* Curriculum Policies
* Single Equality Scheme/Objectives
* Staff Training and Development Plan
* Governor Training Plan
* Health & Safety
* Inclusion
* Special Educational Needs and Disabilities
* Educational Visits
* Whole School Behaviour
* School Development Plan
* Asset Management Plan
* Complaints Procedures

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**ROOSE COMMUNITY PRIMARY SCHOOL ACCESSIBILITY PLAN 2017 - 2020**

**IMPROVING THE CURRICULUM ACCESS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target** | **Strategy** | **Outcome** | **Timeframe** | **Achievement** |
| Continue to review deployment of TAs on termly basis. | In review meetings with TAs establish where they are working each term and who with. | Adult support is in place for all children who need extra, at whatever time of school day. Extra support available in each classroom. | Termly | Children who need extra support will receive it. |
| Implement Performance Management for TAs | During this time determine what is going well and where more training is needed. | Supervision take place on a regular basis. Training needs are met and TA support for children is enriched. | Autumn 2017 and then ongoing | TAs are more confident and children have support when needed. |
| Continue to liaise with external agencies regarding individual pupils (physical, sensory, learning, behaviour). | Use specialist teachers to support learning and to give pastoral and inclusion support. | Teachers and TAs are supported by experts to enhance all learning experiences for pupils. | Ongoing | Children are supported appropriately regardless of what their disability is. |
| Set up a bank of disability specific, specialist resources. | Audit resources available and purchase more as necessary. | The needs of individual children are met as the need arises. | Autumn 2017 | Children have appropriate resources to support their learning. |
| Ensure that, where appropriate pupils have access to national and internal assessments | Apply for extra time, where needed for SATs tests; provide readers and coloured paper. | The majority of children can access the tests and demonstrate their abilities. | Ongoing | All children can access assessments appropriate to their ability. |
| Use a range of teaching methods and styles to facilitate access for all pupils. | Use a range of teaching styles (visual, auditory, kinaesthetic), language, questioning techniques and mind-friendly learning strategies. | Children can access the curriculum with their preferred style of learning. | Ongoing | Children can access the curriculum with their preferred style of learning. |
| Update training about epilepsy for all staff. | Arrange for epilepsy nurse to attend a staff meeting. | All staff are confident and knowledgeable about what to do if a child has an epileptic fit. | Autumn 2017 | All staff have appropriate training. |

**ROOSE COMMUNITY PRIMARY SCHOOL ACCESSIBILITY PLAN 2017 - 2020**

**IMPROVING THE PHYSICAL ACCESS**

**Current position**: the school has two ramps, suitable for wheel chairs, walking frames etc – one from the playground and one to the rear of the school. There is one disabled toilet facility. There are hand (grab) rails by the steps leading to the front door. The playground is flat and completely accessible. A tarmac path leads up to the field from the gate leading to the nursery building.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Activity** | **Timescale** | **Cost**  **£** | **Responsibility** |
| Front door steps | Paint yellow lines onto the edge of the steps to make them safer for visually impaired adults and children. | December 2017 | 50.00 | WJ and BK |
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**ROOSE COMMUNITY PRIMARY SCHOOL ACCESSIBILITY PLAN 2017 - 2020**

**IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TARGET** | **STRATEGY** | **OUTCOME** | **TIMEFRAME** | **ACHIEVEMENT** |
| Visual timetables | Provide visual timetables for targeted children supported by signs or symbols as necessary. | Pupils understand the daily routines of school. | Ongoing |  |
| Home school books | Books provided for targeted children to ensure effective communication. | Home and school working together to meet specific individual needs. | Ongoing |  |
| Coloured paper / overlays | Provide coloured paper/overlays for children or parents with dyslexia | Children choose preferred colour and are able to read the printed word more easily. | Ongoing |  |
| Audit parents about receiving information. | Ask parents about how they would prefer to receive information – large print / different language. | Better communication between school and families. | Autumn 2017 |  |
| Continue to update website, Facebook page and twitter accounts | Reminders put onto Facebook and website. Short news items to be put on twitter. | Better communication between school and families. | Ongoing |  |