

ACCESSIBILITY PLAN 2021-24

Status	Statutory
Responsible Board	Directors Board
LGB	Full Governing Board
Responsible Persons	Sarah Proctor
Date Policy Agreed	September 2021
Last Review Date	March 2022
Next Review Date	September 2022







Target : To increase the extent to which disabled pupils can participate in the school curriculum

Key objective: To reduce and eliminate barriers to accessing the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.



	Action	Recommendations	Timescale	Responsibility of	Success criteria
SHORT TERM	To liaise with pre-school providers to identify pupils requiring provision additional to or different from.	<ul style="list-style-type: none"> Visit pre-school settings. Contact health visiting team Meet with parents and carers. 	Termly as pupils join Nursery	SP/HB	Provision and resources are in place prior to pupils entering the Foundation Stage
	Review statutory policies to ensure they reflect inclusive practice.	<ul style="list-style-type: none"> Consider requirements of 30 hour provision when updating policies. 	Policies reviewed annually	SG/SP	<p>All policies comply with 2010 Equality Act</p> <p>Policies are approved by governing body and shared with staff.</p>
	Publish and promote the accessibility plan through the school website.	<ul style="list-style-type: none"> Invite feedback on provision through parent SEN questionnaire. 	April 2021	SG	Parents and carers have an awareness of action plan.
	To engage with professional agencies to provide support and advice for working with children with additional needs.	<ul style="list-style-type: none"> Early identification of additional needs. Consultation with parents Referrals are appropriate to need. 	Ongoing	SG/SP	<p>Professionals work collaboratively.</p> <p>Review meetings are planned and attended</p> <p>Parents have notification of planned meetings.</p>
	Ensure the school curriculum promotes positive role models in terms of disability	<ul style="list-style-type: none"> Audit resources and curriculum provision. Review curriculum with regards diversity and ensure positive role models are mapped across the curriculum 	September 2021	SLT	Resources show positive role models. Curriculum and displays reflect diversity.



	Ensure full access to the curriculum for all.	<ul style="list-style-type: none"> • Differentiated activities and resources. • Use of interactive and ICT equipment. • Use of specific equipment sourced from Occupational therapy and specialist agencies. • Trained support staff to support within the classroom. • Intervention programmes to target specific objectives. 	Ongoing	Class teachers Monitored by SENCO	Use of strategies evident in classroom practice
	Ensure all trips and visits are accessible to all	<ul style="list-style-type: none"> • Complete risk assessments of all visits and residential. • Ensure providers are aware of individual needs. 	Ongoing	Class teachers	Pupils are not prevented from participation in offsite activities on the grounds of SEN or disabilities.
Medium	Monitor and analyse attainment of all pupils with SEN and Disabilities and act upon trends or patterns within the data which require additional pupil support.	<ul style="list-style-type: none"> • Pupil progress meetings • AFL • Analysis of tracking data. • Review meetings • Liaison with parents. 	Termly	SP	Teacher assessments show that gap in attainment is closing or that progress is equal to non-disadvantaged pupils.
	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school through involvement in the school council, assemblies and whole school events.	<ul style="list-style-type: none"> • Monitor representation of school council. 	Ongoing	SP/SG	Disabled pupils proportionally represented on school council and at whole school events.
Term	Extra curricular activities and wrap around care take into account pupil needs and access arrangements.	<ul style="list-style-type: none"> • Monitor extra curricular activities registers/evaluations 	Ongoing	Rosedale Rascals	Pupils with disabilities have equal access to



		<ul style="list-style-type: none"> • Audit suitability of activities. • Complete risk assessments. 		Leaders of extended schools clubs.	extended school facilities.
	Ensure classrooms are organised to promote the participation and independence of pupils	<ul style="list-style-type: none"> • Classroom audits • Lesson observations 	Ongoing	SLT	Children have independent access to resources and all areas of the school
	Support children with disabilities with transition to KS3	<ul style="list-style-type: none"> • Meet with staff from receiving school. • Transfer records of pupils. • Arrange transition visits. • Complete transition plan. 	Annually in June	SP	Pupils and parents are confident and prepared for transfer. Receiving school implement provision for September transfer.
LONG TERM	Annual report to governing body	<ul style="list-style-type: none"> • Update accessibility plan 	July 2021	SP	Governors are fully informed of SEND provision and progress.
	Ensure staff receive training relevant to their role.	<ul style="list-style-type: none"> • Identify training needs through appraisal cycle. 	Ongoing	SG/SP	Staff access training in <ul style="list-style-type: none"> • Speech and Language therapy • Autism awareness • First aid • Moving and handling • Therapeutic programmes. • SENCO training



Target: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.



	Action	Recommendations	Timescale	Responsibility	Success Criteria
SHORT TERM	Ensure the school is fully aware of the access needs of all disabled pupils, staff, parents, governors and visitors.	<ul style="list-style-type: none"> • Create individual access plans as part of the SEN support plan or individual provision map. • Consider access needs during recruitment process. 	As required	SG/SP	<ul style="list-style-type: none"> • Support plans inform all staff of access needs.
	Ensure the medical needs of all pupils/staff are met within the capabilities of the school.	<ul style="list-style-type: none"> • Whole school audit of medical needs. • Individual care plans for pupils with long term medical needs. • Review managing medicines policy. • Establish training needs. • Referrals to health and wellbeing 	Every September Ongoing Annually As required	AA SP SG SG	<ul style="list-style-type: none"> • Staff aware of medical needs and necessary interventions. • Pupils attend regularly.
	Ensure all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> • Implement personal evacuation plans for all pupils/staff with mobility needs 	As required updated annually	SP	<ul style="list-style-type: none"> • All staff aware of evacuation protocols in the event of emergency evacuation.
ME DIU	Improve signage and external access for visually impaired people.	<ul style="list-style-type: none"> • Yellow strip mark step edges 	Ongoing	Site manager	<ul style="list-style-type: none"> • Signage and access is appropriate for



	<ul style="list-style-type: none"> • Audit of access and signage across school 			visually impaired people
	<p>Ensure visitors to school have access to the premises.</p> <ul style="list-style-type: none"> • Monitor use of disabled parking spaces. • Staff have proactive approach to identify access requirements of disabled visitors. • Learning walk to audit physical environment 	Ongoing	Termly Governor H&S Walks	<ul style="list-style-type: none"> • Disabled visitors are not discriminated against and are encouraged to participate in school events.
	<p>Ensure lighting in all areas of school is fully maintained both indoors and outdoors.</p> <ul style="list-style-type: none"> • Ensure fittings and facilities are accessible. 	Ongoing	Site Manager	<ul style="list-style-type: none"> • Independent access to all areas of school.
LONG TERM	<p>Maintain driveway and pathways around school.</p> <ul style="list-style-type: none"> • Monitor Parent/visitor parking • Maintenance checks of driveways and perimeter fences/pathways. • Gritting during icy conditions 	Ongoing	Site Manager	<ul style="list-style-type: none"> • Low or zero incidence of accidents.
	<p>Maintain and develop playground facilities</p> <ul style="list-style-type: none"> • Monitor for wear and tear and repair as required. 	Ongoing	Site Manager	<ul style="list-style-type: none"> • Inclusive facilities
	<p>Maintain accreditation for Healthy Learning Healthy Lives</p> <ul style="list-style-type: none"> • Work towards Enhanced award for HLHL 	2020	HB	<ul style="list-style-type: none"> • Accreditation awarded



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SHORT TERM	Ensure written material is available in alternative formats when required.	<ul style="list-style-type: none"> • Enlarged print. • Translated • Supported reading of written materials and filling in forms. • Written materials are child/parent friendly as appropriate. • Languages other than English are visible in school. • 	Ongoing	All staff	<ul style="list-style-type: none"> • 2 way communication established between home and school.
	Ensure resources are appropriately adapted to meet with the needs of children with specific needs.	<ul style="list-style-type: none"> • Use of Makaton/Signing • Awareness of fonts/sizing/layout coloured acetates to improve support for children with reading difficulties. • Use of visual prompts. 	Ongoing	All staff	<ul style="list-style-type: none"> • Children with visual impairment or reading difficulties can access written materials or alternatives.
	Face to face meetings to support written information	<ul style="list-style-type: none"> • Parent meetings for residentials • New to Nursery and Reception parent meetings. 	Ongoing	All staff	<ul style="list-style-type: none"> • 2 way communication established.

		<ul style="list-style-type: none"> Family learning workshops and taster sessions. Parent/teacher consultations. Parents attend annual/SEN reviews 			
	Ensure website contains information that is current, relevant and accessible.	<ul style="list-style-type: none"> Website is updated regularly Consideration is given to parents with English as an additional language. 	Ongoing	SG	<ul style="list-style-type: none"> Website supports communication with parents.
MEDIUM TERM	Regular review of children's records to share information on Special Educational needs and disabilities.	<ul style="list-style-type: none"> Records shared with receiving class teachers via transition meeting. Transfer of records to other settings supported by a signature from receiving school. Documentation updated at least annually or in line with the review cycle. 	Ongoing	SP	<ul style="list-style-type: none"> Staff aware of the needs of pupils within their class Effective systems of communication in place.
	Ensure all pupils have access to statutory tests	<ul style="list-style-type: none"> School to provide readers or additional time in accordance with statutory access arrangements. 	May 2022 May 2023	SP	<ul style="list-style-type: none"> Children are not discriminated against in statutory testing arrangements.
	Parent App to provide information at short notice.	<ul style="list-style-type: none"> Contact details updated Parents new to school added as required. 	Ongoing	Office Staff	<ul style="list-style-type: none"> Parents aware of events in school.
	SIMs updated to ensure all information relating to disabilities and long term medical need are accurate	<ul style="list-style-type: none"> Audit of medical need. Annual data collection 	Annually	AA	<ul style="list-style-type: none"> Accurate and up to date records in place.