

Legal Background

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (1995). 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 or sexual orientation”.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

Purpose of Plan

This Plan shows how Rosedale Primary intends to ensure and improve the accessibility of our academy for pupils, staff, parents/carers and visitors who may be disabled. This Plan is anticipatory – it requires thought to be given in advance to what adjustments might need to be made to prevent any disadvantage.

We aim to ensure that our academy is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the academy curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in extra-curricular activities, leisure and cultural activities or visits)
- Improving access to the physical environment of the academy (this includes improvements to the physical environment of the academy and physical aids to access education)
- Improving the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.

Aims

At Rosedale Primary, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

We believe in providing an education which is ‘accessible for all’, regardless of disability.

- The Accessibility Plan is written to complement and support the academy’s Equality Policy and will be published on the academy’s website. Paper copies are available from the academy office.
- Rosedale Primary is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the academy.
- Rosedale Primary’s Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Training

Whole academy training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010, including understanding disability issues. The academy supports any available partnerships to develop and implement the plan: e.g., through Doncaster LA, in addition to partnerships through Leger Education Trust.

Documents and Policies

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

- Equality Objectives
- Equality Policy
- Health & Safety Policy
- SEND Policy
- Behaviour Policy
- Academy Development Plan
- Academy Vision & Values

Our academy's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in the academy, this procedure sets out the process for raising these concerns.

This Plan has been drawn up in conjunction with pupils, parents, staff and governors of the academy and will advise other academy planning documents.

Roles and Responsibilities

The Accessibility Plan for physical accessibility relates to the Access Audit of the Academy, which remains the responsibility of the Governing Body.

The Accessibility Plan will be monitored through Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Monitoring and Review

The SENDCo will report on the Plan to the Head Teacher as appropriate. The Head Teacher will report to the Governing Body on any relevant aspects of the working of the Plan as appropriate.

Accessibility Plan 2023-2025

Priority 1: To increase access for disabled pupils to the academy curriculum (this includes teaching and learning and the wider curriculum of the academy such as participation in extra-curricular clubs, leisure and cultural activities or visits.)

Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
Ensure all necessary provision is in place for pupils with additional needs including medical needs.	<ul style="list-style-type: none"> Annual Review of all EHCPs Annual Review of all medical information 	<ul style="list-style-type: none"> Annually and updated as and when required Annually and updated as and when required 	<ul style="list-style-type: none"> SENDCo Medical Champion 	<ul style="list-style-type: none"> All information updated and shared with staff (CPD) centrally Any equipment, adaptations and provision required are planned for. Regular training for those staff working with pupils with additional medical needs
To increase staff (including support staff) subject knowledge on aspects of disability within the academy community i.e. SLCN, ASD, ADHD, Dyspraxia, Dyslexia, Dyscalculia, HI, VI, Visual Stress.	<ul style="list-style-type: none"> Audit staff knowledge/training Provide relevant CPD opportunities Provide regular briefing updates with a SEND focus. Provide in-house workshops to develop knowledge and pedagogy 	<ul style="list-style-type: none"> Annually On-going On-going On-going 	<ul style="list-style-type: none"> SENDCo/Trust SEND & Inclusion Manager SLT 	<ul style="list-style-type: none"> Improved staff confidence Effective differentiation and high-quality teaching for all pupils Increased pupil participation and progress
Ensure all educational visits are accessible for all children.	<ul style="list-style-type: none"> Pre-site visits to be conducted by staff where appropriate Risk assessments completed in detail and shared with all relevant stakeholders 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Class Teachers Visit Leaders EVC 	<ul style="list-style-type: none"> All children to attend every educational visit
Ensure PE Curriculum is accessible to all.	<ul style="list-style-type: none"> Audit PE resources to assess accessibility Develop links with disabled sports people to promote equality and inclusion within the academy. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> PE leader 	<ul style="list-style-type: none"> All children to take part in PE PE curriculum is successfully adapted to meet and support the needs of all pupils
Improve access to the curriculum	<ul style="list-style-type: none"> All teachers to have an overview of needs within their classroom Ensure all classrooms use a range of visual resources. Ensure all classrooms have access to ICT to support learning. 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Class Teachers SLT 	<ul style="list-style-type: none"> Children understand which resources are available to them and use them appropriately. High quality resources are used to enhance quality first teaching

Priority 2: To improve access to the physical environment of the academy (including physical aids to access education)

Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
<ul style="list-style-type: none"> All pupils can access all areas of academy 	<ul style="list-style-type: none"> Audit of accessibility of academy grounds 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Premises Manager 	<ul style="list-style-type: none"> Pupils have access to all the academy.

			<ul style="list-style-type: none"> Trust Estates Manager 	
<ul style="list-style-type: none"> To support pupil's physical needs 	<ul style="list-style-type: none"> Annual Review of all PEEPs Ensure relevant staff training is in place to support pupils with their personal care. Intimate Care plans codeveloped and updated with medical staff and parents. Ensure the toilets/ changing room facilities are fit for purpose for disabled pupils and visitors. Focus on the layout of the classroom environment to ensure accessibility for children with physical needs. 	<ul style="list-style-type: none"> Annually and updated as and when 	<ul style="list-style-type: none"> SENDCo SENDCo Class Teachers and Premises Manager 	All Key Staff are identified and knowledgeable regarding Pupil Emergency Evacuation Plans. All PEEPS updated and accessible Manual Handling training completed for supporting pupils with physical needs.
<ul style="list-style-type: none"> To ensure classrooms have any necessary resources for visually impaired children. 	<ul style="list-style-type: none"> Consultation with visual impairment team Relevant resources to be provided in specific classrooms such as magnifier, writing slope etc 	<ul style="list-style-type: none"> Ongoing Ongoing 	<ul style="list-style-type: none"> SENDCo Class Teachers 	Visually impaired pupils can access learning within the classroom.
<ul style="list-style-type: none"> To ensure classrooms have any necessary resources for hearing impaired children. 	<ul style="list-style-type: none"> Consultation with hearing impairment team Relevant resources to be provided in specific classrooms such as visual support. Work with parents to ensure that hearing aids are worn and working. 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing 	<ul style="list-style-type: none"> SENDCo Class Teachers Pastoral Team 	Hearing impaired pupils can access the learning in classrooms.
<ul style="list-style-type: none"> Improve signage and external access for visually impaired children. 	<ul style="list-style-type: none"> Outline steps with mustard paint. Ensure all entrances and exits have clear signage. 	<ul style="list-style-type: none"> Ongoing Annually 	<ul style="list-style-type: none"> Premises Manager 	All steps marked to improve access on site
<ul style="list-style-type: none"> Supporting pupil's emotional and mental health needs. 	<ul style="list-style-type: none"> Further develop our Pastoral interventions to meet the emerging needs of our pupil's SEMH profile. Focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural needs. 	<ul style="list-style-type: none"> Ongoing Ongoing 	<ul style="list-style-type: none"> Pastoral team SENDCo 	PSHE Curriculum – Access Jigsaw lessons to support emotional health and wellbeing, Lego therapy. Learning walks with a focus on children with a range of learning/behavioural needs. Provision Maps in place and support need.
Priority 3: To improve the delivery of written information to disabled pupils, which is provided in writing for pupils who are not disabled.				
Target	Actions to be taken:	Timescale:	Responsibility	Outcomes:
<ul style="list-style-type: none"> Make available academy brochures, newsletters and other information for 	<ul style="list-style-type: none"> Seek parental views regarding current academy literature. Review all current academy publications and promote the availability in different formats and fonts for those who require it. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> All teaching staff. ICT support 	Academy information is accessed by all families

parents/carers in alternative formats and fonts if requested.	<ul style="list-style-type: none"> • Ensure all documents are available wherever possible in WORD format to support the use of immersive reader from mobile devices and computers. • Develop the use of the Academy website to share information to parents. • Develop parent forums including those specifically for SEND parents to share updates and information. 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • ICT Support • ICT Support • SLT Links • SENDCo/Pastoral Team 	<p>Parents receive relevant information in a timely manner</p> <p>Information about the Academy is readily available on the website at all times in a format that can used with immersive reader for accessible fronts and read aloud.</p>
<ul style="list-style-type: none"> • Make information available using visuals and child friendly font and text where required. 	<ul style="list-style-type: none"> • Following recommendations from external professional support such as SaLT, Health and SpED team, utilise programs to create information in an accessible format. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo/Pastoral Team/Class teacher 	<p>Information is shared with pupils in an appropriate format.</p>
<ul style="list-style-type: none"> • Availability of a BSL interpreter if required. 	<ul style="list-style-type: none"> • The Academy will use a BSL Interpreter service to ensure full Parental participation in the Academy life, from meetings to assemblies. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • SENDCo/Pastoral Team/Class teacher 	<p>HI families have greater access to information from the Academy and can participate in meetings and discussions about their child and participate in assemblies and productions.</p>
<ul style="list-style-type: none"> • Availability of written material in alternative Languages when necessary. • Availability of translator if required. 	<ul style="list-style-type: none"> • The Academy will use information and translations provided by the EAL Team for key information for EAL Families. • The Academy will use a Translator service if required to ensure full Parental participation in meetings. • Ensure all documents are available wherever possible in WORD format to support the use of translate from mobile devices and computers. 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • SENDCo/Pastoral Team • SENDCo/Pastoral Team • ICT Support 	<p>EAL families have greater access to information from the Academy and can participate in meetings and discussions about their child.</p>