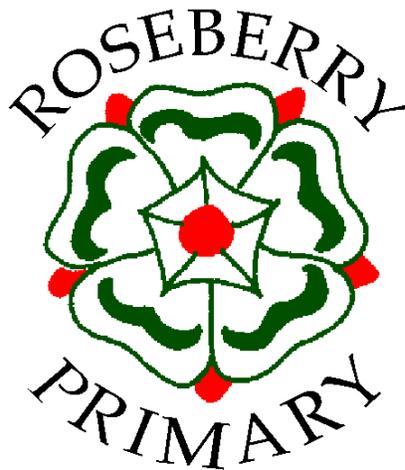


Accessibility Plan



2017-2020

- 1. Vision Statement**
- 2. Aims and Objectives**
- 3. Current good practice**
 - **Physical environment**
 - **Curriculum**
 - **Information**
- 4. Access Audit**
- 5. Management, coordination and implementation**
- 6. Action Plan**

1. Vision Statement

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. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils in relation to any of the protected characteristics (Equality Act for Schools DfE, 2014). According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is listed as a statutory document of the Department of Educations' guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. At Roseberry Primary and Nursery School the Plan will be monitored by the Head Teacher and evaluated by the School and Community Committee.

At Roseberry Primary and Nursery School, 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.

1. The Roseberry Primary and Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors. Other, outside agencies and specialists have also been consulted (2012 audit). The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. Roseberry Primary and Nursery School 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 school.

4. Roseberry Primary and Nursery School Accessibility Plan shows how access is to be improved for pupils, staff and visitors with disabilities to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

a. 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; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

b. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Roseberry Primary and Nursery School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- a. Asset Management Plan**
- b. Behaviour and Positive Relationships Policy**
- c. Curriculum Policy**
- d. Health and Safety Policy**
- e. Equality Policy**
- f. School Prospectus**
- g. School Improvement Plan**
- h. Special Educational Needs and Disabilities Policy**

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the School prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. The Accessibility Plan will be published on the school website.

10. The Accessibility Plan will be monitored through the School and Community Committee.

11. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

Policy reviewed: December 2017



Next review: December 2020

Head teacher:

Governors:

M Baird

Appendixes

1) Accessibility Audit

BASIC ACCESS AUDIT FOR SCHOOLS

NAME OF SCHOOL:
ROSEBERRY PRIMARY AND
NURSERY SCHOOL

Please answer all the questions in this audit. 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered. The comments column is for your use. You may wish to indicate links to other school plans

Section 1: DISABILITY AWARENESS / TRAINING	1	2	3	4	Comments for school use
1. Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	1				SEND updates are completed termly/more often as required in staff meetings. Meetings with specialists have taken place to train staff on strategies to support pupils with hearing difficulties.
2. Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	1				CPD gaps are identified and met in different ways e.g. staff review forms, data analysis and advice from external agencies. Reasonable adjustments are made for all pupils to enable them to fully access the curriculum in line with the school's SEND policy.

Section 2: HOW DOES YOUR SCHOOL DELIVER THE CURRICULUM?					
3. Do all staff seek to remove all barriers to learning and participation?	1				Evidenced in SEND learning walks/performance management observations.
4. Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	1				Evidenced in SEND learning walks/performance management observations, curriculum subject monitoring, etc
5. Are all children and young people encouraged to take part in music, drama and physical activities?	1				PE funding is used to enhance extracurricular participation in sport/dance.

				Various before school/after school and lunchtime clubs are offered to pupils and adjustments have been made to enable pupils with medical conditions/disabilities to attend.
6. Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1			Presently all pupils are able to access the physical education curriculum. PE funding has been used to train staff on ways to improve participation. Advice from external agencies has been implemented to remove barriers to participation for pupils with cognition/language needs e.g. modelling, visual cues, etc.
7. Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1			Evidenced in costed provision maps. Evidenced in SEND learning walks feedback 2016-2017 completed by MB
8. Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1			Concrete, pictorial, abstract approach adopted through maths policy. Pupils are encouraged to access practical resources in all lessons. Talk for writing approach adopted in Literacy lessons-evidenced in English monitoring feedback 2016-2017 completed by EDunn.
9. Do you provide access to appropriate technology for those with disabilities?	1			ICT/other visual equipment used where possible to support Literacy skills. KS2 staff use clicker 6, EYFS/KS1 talking tins, ipads, laptops, lexia apps.
10. Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1			Necessary risk assessments, meetings with parents, staff and advisors from Durham County Council take place to ensure pupils with SEND/medical conditions can attend KS2 residential trips/school trips. (If required)

Section 3: HOW DOES YOUR SCHOOL DELIVER MATERIALS IN OTHER FORMATS FOR ANYONE WHO NEEDS IT?

11. Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	1				Necessary resources for pupils with SEND are access via https://www.ypo.co.uk/ Etc Recommendations for pupil resources made by the SEND/Sensory/OT teams etc are purchased using the notional SEND budget.
12. Do you have the facilities such as ICT to produce written information in different formats?	1				Interactive whiteboards, ipads, laptops, apps, websites and software-EMASS
13. Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	1				
14. Is furniture and equipment selected, adjusted and located appropriately?	1				
15 Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	1				As and when required

Section 4: IS YOUR SCHOOL DESIGNED TO BE ACCESSIBLE AND MEET THE NEEDS OF ALL PUPILS?

NAME OF BLOCK:

Main Building _____

16A Number of teaching spaces in block (<i>refer to AMP data</i>)	9
17A Number of social spaces in block (<i>see guidance notes</i>)	4

16B Number of those teaching spaces which are accessible:	9
17B Number of those social spaces which are accessible:	4

4a GENERAL	1	2	3	4	Comments for school use
18 Are pathways and routes logical and well signed? <i>(both internal & external)</i>	1				
19 Do you have emergency and evacuation procedures to alert ALL pupils? <i>(see guidance notes)</i>	1				See the Health and Safety policy and Fire Safety Plan.
20 Is appropriate furniture & equipment provided to meet the needs of individual pupils?	1				
21 Do furniture layouts allow easy movement for pupils with disabilities?	1				
22 Are quiet rooms/calming rooms available to children who need this facility? <i>(see guidance notes)</i>	1				Inclusion room, prayer space, Make it Right room (restorative conversations)

4b GETTING TO THE BUILDING	Yes	No	N/A	Comments for school use
23 Are car park spaces reserved for disabled people near the main entrance? <i>(see guidance notes)</i>	✓			Two spaces across the road near to the main entrance-drop curb for wheelchair users, etc.
24 Are there any barriers to easy movement around the site and to the main entrance? <i>(see guidance notes)</i>	✓			A lift has been installed in the main office to enable wheelchair users to access the hall/KS1, KS2 and EYFS classrooms. Wheelchair users are unable to access the second floor which includes the Art Room. In these instances art lessons would take place in class.
25 Are steps needed for access to the main entrance? <i>(see guidance notes)</i>		✓		
26 Do all those steps have a contrasting colour edging?			✓	
27 If there are steps, is a ramp provided to access the main entrance? <i>(see guidance notes)</i>			✓	
28 Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			✓	

29 Is it possible for a wheelchair user to get through the principal door unaided? <i>(see guidance notes)</i>	✓			
30 If no, is an alternative wheelchair accessible entrance provided? <i>(see guidance notes)</i>			✓	

4c INTERNAL FACILITIES	Yes	No	N/A	Comments for school use
31 If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	✓			The doors open via a sensor. The door has a safety mechanism which means it stops opening/closing if someone is blocking the door.
32 Do all internal doors allow a wheelchair user to get through unaided?		✓		All doors are wide enough for wheelchair users, however they would need support to open the doors as they are not all currently push release.
33 Do all the corridors have a clear unobstructed width of 1.2m?	✓			
34 Does the block have a wheelchair accessible toilet? <i>(see guidance notes)</i>	✓			There are two disabled toilets, one on each level of the school.
35 Does the block have accessible changing rooms/shower facilities?		✓		In EYFS there is a raised bathing unit. KS1/2 pupils change in class for PE.

4d VERTICAL MOVEMENT				
	Yes	No	N/A	Comments for school use
36 How many storeys in the block? <i>Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey</i>			C ✓	EYFS/KS1 is all on one level. All classrooms are on one level/a split level which can be accessed via a lift as and when required.
37 If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?		✓		Stairs have blue carpets on/wooden laminate with grey strips-not contrast colour edgings.
38 Is there a continuous handrail on each internal stair flight and landing?	✓			
39 Does the block have a lift that can be used by wheelchair users?		✓		Wheelchair users are unable to access the second floor which

				includes the Art Room. In these instances art lessons would take place in class.
40 Do you have any other sort of mechanical means provided to move between floors? If yes, please state		✓		n/a
41 Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	✓			KS2 ramp onto the playground-fire exit. KS1 ramp access via EYFS 2 year old nursery to yard.

4e SENSORY IMPAIRMENT

	Yes	No	N/A	Comments for school use
42 Are non-visual guides used to assist people to use the buildings?		✓		
43 Could any of the décor be confusing or disorientating for pupils with disabilities?		✓		
44 Is a hearing induction loop available (either fixed or portable) in the school?	✓			A KS2 pupil uses a radio aid.
45 Does the block have a "Soundfield" sound reinforcement system?		✓		
46 If there is a "Soundfield" system, in what area? <i>(please state here)</i>			✓	
47 Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	✓			

2) Accessibility Action Plan 2017-2020

Targets	Strategies	Timescale	People with responsibility	Success criteria
Short term targets				

<p>To ensure full access to the curriculum for all children</p>	<p>To provide CPD for staff (as relevant) to ensure that the needs of all children in school are met</p> <p>To work with Specialist Advisory Teachers (which may include: SEND Team, ASD team, SALT team, OT team, EAL team, EP service etc.) to gain additional support and advice</p> <p>To ensure that class teachers are able to provide: A differentiated curriculum with alternatives offered</p> <p>A range of support staff including those trained to meet specific needs</p> <p>Multimedia activities to support learning across the curriculum</p> <p>Use of interactive ICT equipment</p> <p>Specific equipment sources from outside agencies as required e.g. hearing impaired, OT requirements.</p>	<p>Ongoing throughout the current plan</p>	<p>SENCO Subject Coordinators SLT</p>	<p>Pupils will make expected/better than expected progress across the curriculum</p>
<p>To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with asthma, severe allergies, mobility issues</p>	<p>Meetings are held between the school nurse, SENCO and parents for pupils with medical conditions and disabilities</p> <p>Emergency asthma kits are kept in the staff room and parents of pupils with asthma can opt in to their use</p> <p>Pupils with allergies have their needs met through discussion with Taylor Shore and pediatricians</p> <p>SENCO attends regular briefings relating to equality, SEND and medical conditions</p>	<p>Ongoing throughout the current plan</p>	<p>SENCO School Nurse Parents Other relevant agencies</p>	<p>Pupils with medical needs will have their needs met via an individual healthcare plan</p> <p>Reasonable adjustments will be made to ensure they can access all areas of the curriculum</p>
<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure</p>	<p>All policies are up to date including: SEND policy, medical conditions policy, accessibility audit and policy, equality and diversity policy and safeguarding policies</p>	<p>Ongoing throughout the current plan</p>	<p>SENCO SLT</p>	<p>Policies to be reviewed and kept up to date on an annual basis or sooner if required</p>
<p>Medium term targets</p>				
<p>To improve community links</p>	<p>Roseberry Primary and Nursery School has good links to the local community through our community room, toddler group, gardening club which works with the residents association, with the aim to promote disabilities and positive attitudes among children within the community.</p>	<p>Ongoing throughout the current plan</p>	<p>Gardening club Toddler group SLT</p>	<p>Publish information about events on the school website and classdojo app</p> <p>Promote community events through local newspapers</p>
<p>To improve wheelchair access to the</p>	<p>Pupils who use wheelchairs can access all of the KS1 and 2 classrooms</p>	<p>Ongoing throughout</p>	<p>HT</p>	<p>Building quotes will be acquired for lift/ramp access to</p>

upper levels of the school		the current plan	Finance committee	areas of the school not presently accessible to wheelchair users <i>Subject to school budget</i>
To improve fire safety procedures for pupils with hearing impairments	Most fire alarms have a flashing light attachment for pupils with hearing impairments	Ongoing throughout the current plan	HT Finance committee	A quote will be requested to upgrade existing fire alarms <i>Subject to school budget</i>
Long term targets				
To promote effective communication between all school partners including parents, pupils and the wider community	School records are kept, stored correctly and amended as needed Links to secondary schools have been fostered Effective relationships between the SENCO and outside agencies have been fostered	Continual review and improvement	HT SLT Office staff	There is effective communication between school and appropriate agencies/partners to ensure that the needs of pupils are met