

Accessibility Plan



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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Through partnerships with local communities, Rood End Primary School will strive to create a happy, safe, inclusive, and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world. Our We R RICH school values demonstrate a commitment to inclusion. There are – Respectful, Resilient, Inclusive, Collaborative and Honest.

To enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Equip all pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors) to extend opportunities for all.
- To provide appropriate induction for all new staff and governors.
- Ensure that all ancillary staff have had appropriate disability awareness training.

1B: Information from pupil data

The number of pupils known to be eligible for Free School Meals (FSM) is significantly higher than the national average. The school is in the top quintile in the country for deprivation.

Attendance of our pupils remains an issue due to unauthorized holidays and a lack of proactive support from local authorities in response to referrals made. The employment of the school's own EWO and Family Support Worker has raised the profile of and commitment to attendance.

Pupil Mobility is increased due to families having children placed at different schools by Sandwell Admissions.

The School Deprivation Indicator (IDACI index) – 0.34

The proportion of pupils with SEND is higher than the National average.

FSM eligibility 21.9% n.b. this figure does not include refugees and asylum seekers.

The school has very robust child protection procedures and pupils causing concern are monitored closely, and logged on my concern.

Disabled Pupil Presence, Participation and Achievement

- Levels of absence is higher in the school's population for pupils with either a physical disability or long-term, complex medical conditions
- All pupils have been included in all areas of the curriculum appropriate to their ability and physical well-being

1C Views of those consulted during the development of the plan

For the purposes of this plan we consulted with:

- Pupils with disabilities in the school
- Parents of those children
- School staff
- Community disability groups

- The Local Authority (Support Services, SIAs, SEN and Inclusion Adviser)
- School Council

The views of children were gained through an appropriately differentiated structured interview with themselves and appropriate support staff. Issues raised were:

- Accessibility in school (changing areas, appropriate furniture in classrooms to access curriculum)
- Parents wanted their children to have the same opportunities to progress as their non-disabled peers but were satisfied with existing provision within school. Issues outside of school such as respite and accessible holiday play schemes were also raised.

The school has set the following priorities in respect of consultation on the plan:

- Consultation with pupils and parents will be focused through termly review meetings (Individual provision maps and EHCPs)
- Continuing consideration of how to make the consultation accessible to all participants.
- Reporting back to Full Governing Body
- Ensuring disabled pupils can access school curriculum and make measurable progress.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

As stated in section 1A our vision is of a fully inclusive school with equal opportunities for all underpinned by the principles of the National Curriculum Inclusion Statement. Curriculum area plans and schemes of work will need to be scrutinised and adapted to ensure that suggested activities are accessible to all pupils and that reasonable adjustments have been made. Curriculum in this context goes beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority in the school improvement plan. The SENCO and other senior leaders in the school include improving outcomes for pupils with SEND as part of their monitoring role. The SENCo at Rood End is non-class based to undertake this important role.

The school has set the following overall priorities for increasing curriculum access:

- Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels
- A rolling programme of curriculum area reviews will be undertaken to ensure that concerns relating to disability have been addressed.
- Specific training for staff working with children with complex needs e.g. Makaton, PECs as required

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As part of our curriculum review detailed above the school will look at all information provided in writing to pupils. This includes:

- Teacher feedback and marking of work
- Whiteboards
- Use of IPADs and interactive technology
- Amended texts including SATS or external tests as required

Intent	Implement	Impact
Ensure that all educational visits, including residential trips are accessible to all.	Staff to carry out pre visits to establish any barriers which may need to be overcome Close liaison with the setting and with parents. Where provision cannot be made, alternative venues will be investigated	All pupils in school able to access all educational visits and take part in a range of activities.
Ensure that all after-school clubs are fully inclusive and accessible to all	School staff to ensure that the provision for all students is inclusive, so that no child is excluded because of their individual needs. This may include liaising with parents, preparing appropriate risk assessments SLT to liaise with external providers to discuss the specific needs of the children attending and to arrange for those needs to be catered for, in collaboration with school if necessary.	All pupils in school able to access all after school clubs and participate in a range of activities.
Ensure that children with visual impairments have equal access to all curriculum materials	Continue to liaise with appropriate agencies, e.g. visual impairment, parents, to ensure that appropriate alterations are made to teaching materials. Provide visualisers, personal devices to support as required.	All pupils able to participate fully in all lessons
Ensure children with temporary disabilities, e.g. broken leg are able to move safely around school.	Individual risk assessments carried out	Pupils able to access school environment safely
Ensure that all pupils with disabilities are able to be evacuated safely in an emergency	Personal Emergency Evacuation Plans (PEEPS) written. Ensure relevant staff are aware of their responsibilities in relation to disabled pupils.	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure environment is regularly monitored and evaluated to support visually and hearing impaired children	Implement advice and recommendations from advisory teachers	All children have access to the appropriate environment.

Ensure that all written materials are accessible to all pupils	Continue to provide suitably enlarged materials in clear print for pupils with visual impairment.	All pupils able to access written materials
Ensure that materials sent to parents are accessible by all	To be proactive in identifying parents who are not able to access written materials and ensure that other channels of communication are used	All parents receive information in a form that they can access.

3A: Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility: the head teacher, senior and middle leaders, learning support assistants, class teachers, dinner staff, the SENCO, the premises manager, curriculum coordinators and governors themselves.

The Head teacher will take responsibility for ensuring that this plan is coordinated with other plans and policies across the school and the School, Development Plan

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Identify available funding streams to increase access
- Co-ordinate plan with other school plans and policies
- Implement effective monitoring and evaluation of the plan

3B: Getting hold of the school's plan

- *Available on school's website*
- *Meetings in school with parents/carers*