

Rood End Primary School



Accessibility Plan

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.
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- 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.

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. These are – Respectful, Resilient, Inclusive, Collaborative and Honest.

In order 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 staff have had appropriate disability awareness training.

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.

The main priorities in the school's plan

Increasing the extent to which all pupils can participate in the school curriculum

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 are 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
- Introduction of the Hub provision to support pupils to develop listening and attention skills to enable access to the curriculum through classroom learning.
- Development of sensory regulation areas around the school site, both indoor and outdoor.
- Ensuring individualised provision maps outline support children need to access classroom learning
- 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 and symbol supported communication strategies.

Intent	Implement	Impact
To ensure that lessons provide opportunities for ALL pupils to achieve.	School offers a differentiated curriculum for all pupils which is adapted to meet all individual needs. Effective deployment of staff to support specific needs and to carry out targeted intervention. Whole school training on adaptive practice Ensuring that strategies and interventions recommended by outside agencies are implemented consistently. The Hub provision allows all children to feel regulated and ready to access classroom learning at regular intervals throughout the day. All children's learning is planned by their class teacher. Targets are set for individuals on their provision map. These are tracked to ensure progress is monitored. SENCo to review SEND data termly and highlight target children. This is shared with class teachers.	Children achieve or exceed their individual targets. All children have access to a broad and balanced curriculum. All children are regulated and access classroom learning.
To increase the effectiveness of resources used to increase access to the curriculum for all pupils.	Intervention timetable in place to ensure extra support is planned and monitored. Strategic deployment of staff to support a range of needs. Whole class now/next in place for children who need routine and structure. Lessons are scaffolded using concrete resources, visuals, word banks, verbal scaffolds, to ensure all children can access the curriculum. Workstations are used in classrooms to support children where need is greater. Sensory circuit breaks are used for individual children who need them. Sensory resources (ear defenders, chew toys, fidget toys, wobble cushions) are available for children who need them. Designated sensory regulation area has been developed outside for children who need to regulate in a quiet place. Sensory regulation room has been developed for pupils with SEMH needs who need breaks from whole class learning throughout the day. Where specialists have advised alternative methods for recording work is used e.g. Laptop to record written work.	All children can thrive in the classroom environment. All children are regulated and able to learn in the classroom.
To improve the delivery of information to pupils with Special educational needs and/or disability (SEND)	Specific Speech and language training for staff working with children with speech, language and communication needs. Consistent use of visuals using now/next boards in each classroom Visual supports used for children who need them e.g. Aided Language Displays, ACE books. Continue to develop the use of communication tools to communicate effectively with children e.g. Makaton, communication books. Communication aids move around school with children at all times.	Staff will be confident to communicate with all children in a variety of ways.
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. All pupils are invited on school trips and off-site activities. All necessary adaptations will be put into place. Where provision cannot be made, alternative venues will be investigated. Visit leader training includes information on reasonable adjustments.	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	All children invited to all after school clubs. 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	All pupils in school able to access all after school clubs and

and accessible to all	include liaising with parents, preparing appropriate risk assessments and ensuring appropriate staffing is in place. 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.	participate in a range of activities. Necessary adjustments are made.
Ensure that children with visual impairments have equal access to all curriculum materials	Continue to liaise with appropriate agencies, e.g. visual impairment and parents, to ensure that appropriate alterations are made to teaching materials. Provide appropriate training where specialist equipment is necessary. Pupil voice – gain pupil feedback on equipment.	All pupils able to participate fully in all lessons. Where specialised equipment is in place, this is used effectively and consistently.
Ensure children with temporary disabilities, e.g. broken leg are able to move safely around school.	Individual risk assessments carried out and acted upon.	Pupils able to access school environment safely. All staff are clear on risks and actions.
Ensure that all pupils with disabilities can 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.
Physical access to school site.	Reviewed on individual need basis. Access would be considered and planned accordingly, and access would be enhanced. Ramp access through Nursery classroom. Ramp access into the canteen. Direct access through the main office	All children have equal access to areas of the school site.
Ensure environment is regularly monitored and evaluated to support visually and hearing impaired children.	Implement advice and recommendations from advisory teachers. Regular visits from specialist advisory teachers. Advice acted on accordingly. Gain pupil feedback Ensuring all equipment moves around the school with children when needed e.g. when working in intervention room. Adaptations reported on pupil passports so this is communicated effectively.	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 (following advice from professionals) Gain pupil feedback to check adaptations are suitable. EAL – pupils will be provided with core vocab in home language to ensure they can access the school environment. All staff have received EAL training on implementing strategies. Symbols are used to support understanding and access to written text. Scanning pens are being trialled in KS2.	All pupils able to access written materials
To ensure effective communication and engagement in parents.	To be proactive in identifying parents who cannot access written materials and ensure that other channels of communication are used. EYFS – class dojo is translated into home language to allow parents to access. Increase in communication sent digitally to enable parents to translate into home language (Newsletters _ Microsoft Sway).	All parents receive information in a form that they can access.

	Termly parents survey to gain parent views and feedback Half termly parent SEND coffee mornings and stay and play sessions for children in the Hub to share strategies and pedagogy. Signposting to community support. Provision maps are sent out digitally and then discussed with class teacher and/or SENCo. Parents are invited to annual reviews and for feedback of their views if their child has an EHCP.	
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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 where needed
- Co-ordinate plan with other school plans and policies
- Implement effective monitoring and evaluation of the plan

Getting hold of the school's plan

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

November 2025