



Accessibility Plan 2020 - 2022

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Next review date	Sept 2022

Introduction

Roxeth Mead is a small school which is housed in a 3 storey locally listed Victorian property. It allows little scope without major structural and financially impractical, alterations to accommodate most physically disabled persons. As such, wheelchair access is only available to the ground floor via the ramped entrance to the rear of the building or via a portable ramp through other entrances. This limits the student intake with physical difficulties or severe mobility problems for many practical purposes to the lower two year groups. Classes for older children are on the upper floors where pupils with none or minor physical difficulties may be considered.

We are a small school committed to providing a fully accessible environment within our limited capabilities. This plan is drawn up in accordance the Equality Act 2010 and will be reviewed every three years.

We are 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 regards to disability and to developing a culture of inclusion, support and awareness within the school.

Definition of Disability

The Equality Act 2010 retains the previous definition of disability: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'.

This has some overlap with the definition of 'special educational needs' in the Children and Families Act 2014 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools) but not all pupils are disabled by their SEN and vice versa.

Key Objectives

- Increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
 - a) within a reasonable time;
 - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- To value and include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- To challenge negative attitudes about disability and to develop a culture of awareness, tolerance and inclusion for all.

- Not to treat disabled pupils less favourably and to respect a child and its parents' rights to confidentiality at all times
- To continue to look at ways to improve access to the physical environment of the school, adding specialist facilities wherever possible and necessary. This includes improvements to the grounds and buildings and the provision of physical aides to access education. These would be implemented on an 'as and when' basis
- Increase wherever practically possible access to the curriculum for pupils with a disability. Expanding the curriculum as necessary to ensure that pupils with disabilities are as equally prepared for life as are the able-bodied pupils. This covers both teaching and the wider curriculum
- To enable access and participation in after- school clubs and school visits. The provision or use of specialist aides or equipment, which may assist these pupils in accessing the wider curriculum.
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. e.g information about the school and events. The information could possibly be made available in other formats within a reasonable time frame.
- Ensure staff receive training in the matter of disability discrimination, on-going awareness of disability problems and appropriate and specific training for individual pupils if required

Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;

The school recognises its duty under the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan every 3 years.
- In performing their duties, governors and staff will have regard to the Equality Act 2010;
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Action:

1. The Roxeth Mead Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- 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 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;
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand outs, timetables, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe;
 - Improve access to the **physical environment** of the school, adding specialist features as necessary-this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
2. The Accessibility Plan for physical accessibility relates to the access audit of the school. It may not be feasible to undertake all the works during the life of 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 covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 3. The Accessibility Plan will be published on the school website.
 4. The Accessibility Plan will be monitored by the Headteacher and Proprietors.
 5. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in the individual class bases. Use of visual timetables across the school. Use of high	Learning sessions start on time without the need to make adjustments to accommodate the needs of pupils. Children have ready access to a range of resources to support their learning.	On-going	Increase in access to the curriculum.

	quality wave 1 resources.			
Training for Awareness Raising of Disability Issues and SEND Code of Practice	Provide training for staff, pupils and parents. Discuss perception of issues with staff to determine the current status of the school.	Whole school community awareness of issues relating to Access.	On-going and making updates in line with current legislation	Community will benefit by a more inclusive school and social environment.
Ensure staff are aware of the waves of provision and the needs of their children	Children transferred onto one page profiles and outcomes based individual provision plans if necessary	Provision maps and SEND support arrangements kept up to date	Ongoing- termly	Individual support plans are outcomes based and provision maps in place. These are highlighted to support the needs of the individual children.
Review TA deployment	In review meetings with TAs establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support e.g. lunchtimes, extra-curricular activities.	Reviewed annually	Children who need individual adult support to participate in some activities and have access to this support.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	Ensure risk assessments completed and checked by The Headteacher.	Reviewed annually	All pupils in school able to access all educational visits and take part in a range of activities
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ensure displays reflect cross range of abilities and learning Use specific lettering to support this	Ongoing	Lively and inviting environment maintained.

Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	Ensure the PE curriculum is checked thoroughly	Reviewed annually	All to have access to PE and be able to excel
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Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	Delivery of information to pupils and parents/carers improved.
Make available school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	On-going	Delivery of school information to parents and the local community improved.
Survey parent/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication. Family Forum Written feedback	School is more aware of the opinions of parents and acts on this.	Ongoing	Parental opinion is surveyed and action taken appropriately.
Provide information in simple language, symbols, large	Ensure website is fully compliant with requirement	School to ensure website is	Ongoing	All can access information

print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	for access by person with visual impairment. Ensure Prospectus is available via the school website.	accessible for all		about the school
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	Signpost Parents to relevant help and support Ensure that external services are called upon	Ongoing	Pupils and/or parents feel supported and included with the community of the school

Improving the Physical Access

Location/Event	Current situation/Item to improve physical access	Timeframe
Improve wheelchair access to all ground floor teaching areas. We do have a portable ramp, but something more permanent needs to be considered.	Improve wheelchair access from car park area into main building.	As funds permit
Create wheelchair accessible toilet and wash facilities	Refurbish the toilet by the back door with hand rails etc...	As funds permit
Improve working environment for pupils with visual impairment	Incorporate appropriate colour schemes when refurbishing, and install blinds on south-facing windows	As funds permit
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed