



Inspire Partnership Academy Trust

Accessibility Plan
Version: Sep 2021

Rockliffe Manor Primary School

DATE APPROVED BY TRUSTEES:

Document / revision no.	Date	Status / Amendment	Approved by

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1 AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Rockliffe Manor we aim to treat everyone with dignity and respect. Children with special educational needs will be identified in collaboration with parents/carers and every effort will be made to support each child and family fully, according to their needs. We believe that it is part of the education of all children to learn to bear with the behaviours and needs of all, even if they appear different or disruptive, and to accept each other's differences with respect.

It is the right of all children that all staff who work with them should be appropriately qualified and trained to meet their needs within organisations that cater for diversity.

The plan will be made available online on the school website, and paper copies are available upon request from the School Office.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2 LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3 ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objectives	Actions to be taken	Person responsible	Timeframe	Success criteria
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Increase access to the curriculum for pupils with a disability	Plan personalised learning journeys for pupils with a disability	Bespoke planning to meet the individual needs and identified targets	Class Teachers/SEN Co	Autumn Term	Pupils with a disability are engaged in their learning and make good progress
	To increase access to curriculum areas	Provide a ramp or handrail for the stairs to the sensory garden	Site manager	Autumn Term	Pupils with a disability are able to access all curriculum spaces within the school environmen
	Increase examples of people with disabilities in curriculum resources			By the end of the Summer Term	Pupils with a disability can see themselves reflected throughout the curriculum All pupils have a better understanding of the variety of disabilities pupils can experience
	Training for teachers on differentiating	Review CPD offer for the year and ensure half-termly sessions	Leadership team/SENCO	Ongoing	Teachers will feel confident

	<p>the curriculum</p> <p>All out of school activities are planned to ensure the participation of the whole range of pupils</p>	<p>are focused on planning for all children including SEN.</p> <p>Appropriate risk assessments are completed in timely manner for any excursions or out of school activities. These plans will ensure that routes and destinations are accessible for all.</p> <p>Audit of classroom spaces</p> <p>Ensure children's needs are accounted for in the classrooms e.g visual needs means children are closer</p>	<p>Class teachers/ leadership team</p> <p>Class teachers/ leadership team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>in differentiating the curriculum.</p> <p>Children will have appropriately pitched learning throughout the curriculum.</p> <p>All children will safely access all extra-curricular and out of school activities.</p> <p>Children will independently access the learning environment.</p>
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Improve and maintain access to the physical environment		Ensure a soap dispenser is within reach to enable handwashing in the Year 1 classroom	Class teacher and support staff.	Autumn Term	
		Bathroom rails to be added in the classroom toilet (left not right)	Site Manager/SEN Co	Autumn Term	
		Provide a ramp and even surface between the Year 1 classroom and outside area		Autumn Term	
		Adapted blue chair to use at lunchtime	SENCo/OT	Autumn Term	
				Spring Term	

<p>Improve the delivery of information to pupils with a disability</p>	<p>To audit the amount of internal signage, use of</p> <ul style="list-style-type: none"> -Large print resources -Braille -Induction loops -Pictorial or symbolic representations 	<p>Audit internal signage</p>	<p>SENCo SENCO</p>	<p>Autumn Term</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p>
	<p>Availability of written material in alternative formats</p>	<p>The school will ensure it is aware of the services available through the LA for converting written information into alternative formats</p>	<p>Leadership team</p>	<p>Ongoing</p>	<p>The school will be able to provide written information in different formats when required for individual purposes</p> <p>All school information</p>

	<p>Make available school prospectus, newsletters and other information for parents in alternative formats</p>	<p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>Leadership team/ ELT</p>	<p>Ongoing</p>	<p>available for all.</p> <p>Awareness of target group will be raised and all staff will be confident in discussing varied communication systems.</p>
	<p>Raise the awareness of adults working at and for the school on the importance of good communications systems</p>	<p>Arrange training courses.</p>		<p>Ongoing</p>	<p>All staff will confidently use a range of communication systems to support children with varying needs.</p>

4 MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
 It will be approved by the Trust Leader (CEO).

6 LINKS WITH OTHER POLICIES

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication

- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy