

Rosehill Methodist Primary Academy Accessibility Plan



Updated:	Autumn 2023
Next Review Date:	Annual review with new plan completed Autumn 2026.

1. Introduction/Context

- 1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:
- a) *To increase the extent to which disabled students can participate in the school's curriculum.*
 - b) *To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*
 - c) *To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.*

2. Purpose/Aims

- 2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.
- 2.2 All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.
- 2.3 To ensure all disabled students are fully involved in school life and are making at least expected progress.
- 2.4 To identifying barriers to participation and find practical solutions to overcoming these.
- 2.5 To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- 2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- 2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

3. Definitions

3.1 **Definition of Disability (Equality Act 2010)**

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 **Definition of Special Educational Needs (SEND Code of Practice September 2015)**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

4. The Accessibility Plan

- 4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled students can participate in the school's curriculum

4.2 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes:

- a) Broaden choices to construct personalised pathways.
- b) Development of a high-quality curriculum for lower ability pupils.
- c) Development of more complex curriculum model for higher ability pupils
- d) Annual curriculum reviews.
- e) Reorganisation of non-classroom-based support staff to ensure effective context for continuing professional development.
- f) Improvement of the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services, provided or offered by the school including outside learning.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or high schools, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- c) Listening to students' and parents'/carers' views and taking them into account in all aspects of school life.
- d) Awareness raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Specialised in-class support.
- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable students
- m) Specialist advice and guidance to support transition.
- n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
- o) Training for all staff from specialist autism provision staff on teaching and learning strategies for students with autism.

b) Further review the school environment to ensure accessibility to students with disabilities.

4.6 These include:

- a) A specialist SEND area, with small, quiet and calm learning spaces

- b) Disabled toilets
- c) Features that improve acoustics
- d) Customised furniture and/or equipment
- e) Specialist resources, including digital technologies
- f) Guiding in emergency evacuation (PEEPSs)

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met. Similar attention is given to how students' needs can be met on school journeys and visits.

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled

4.10 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

4.11 In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate

4.12 The following opportunities to improve further will be explored:

- a) Opportunities provided by digital technologies.
- b) Regular clear and relevant information to parents in home language if required.

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled students and parents will feed into the review.

7. Accessibility audit

Every three years, an Accessibility audit of the school is undertaken by EA Audits Ltd.

EA Audits give a priority rating to each recommendation to assist the school with regards implementing as the school's priorities for action may be dependent upon a range of factors including:

- Compliance to AD M (Part M of The Building Regulations)
- Current use of the building
- Costs involved and available budget and resources
- Plans for refurbishment
- Maintenance programmes
- Agreement of outside agencies (such as a free holder or local highway authority, planning permission)

Priority key

Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Where action is recommended within 12 - 24 months to improve access.

Priority D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Budget

In addition, budget implications are outlined in the audit.

N - None

OG - Ongoing Maintenance

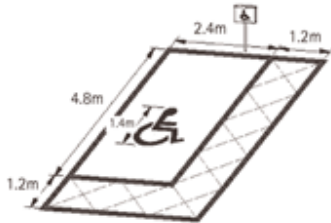

L - Low (less than £1000)


I - Intermediate (approx. £1000 to £5000)



H - High (above £5000)

ST - Structural Change (above £15000)

Access to Site and Facilities

Audit Ref	Audit Item	Suggested Actions	Priority	Budget Implications	School response	Target date for completion	Ownership of Task (School to insert name)	Date Completed
10.2.2	Disabled Parking	<p>Mark out an accessible car park bay in the school car park.</p>  <p>Place a sign at the entrance to the car park showing its location. For example:</p>  <p>Erect a sign in front of the bay at a height of 1 metre. (In case of snow on the ground.) For example:</p>	B	L	Admin and Ops lead to collect quotes to carry out work.	2024	S Begum	
			B	L	Admin and Ops lead to collect quotes to carry out work.	2024	S Begum	
			B	L	Admin and Ops lead to collect quotes to carry out work.	2024	S Begum	



		 <p>Mark out a safe walkway in the car park. For example:</p>  <p>The arrangements for disabled parking should also be noted on the school's website.</p>	C	L	Admin and Ops lead to collect quotes to carry out work.	2025	S Begum	
			A	N	Admin and ops lead to update website	2023	S Begum	
10.2.5	Reception Facilities	<p>Install a portable hearing loop and clearly display the sign.</p>  	B	L	Admin and Ops lead to collect quotes to carry out work.	2024	S Begum	
					Admin and Ops			

		<p>Provide either signage or instructions from the reception area to the visitor's accessible toilet. For example:</p> 	A	N	<p>lead to collect quotes to carry out work.</p>	2023	S Begum	
		<p>Ensure there is space for a wheelchair to wait and provide a seat with high back and arms. For example:</p> 	A	N	<p>Admin and Ops lead to locate chair and share cost with HT, so that order can be approved.</p>	2023	S Begum	
		<p>Provide a hinged shelf for a wheelchair user at a suitable height in case they need to fill out any paperwork.</p>	A	L	<p>Admin and Ops lead to collect quotes to carry out work.</p>	2023	S Begum	

10.2.9	Internal movement – Stairs and Lifts	Demarcate the top and bottom of the stairs that lead to the meeting room.	A	L	Admin and Ops lead to secure quotes for work	2023	S Begum	
		Paint either the walls or the handrails on both sets of internal stairs/steps to provide sufficient contrast in order to aid a person with a visual impairment. This is particularly important to complete as soon as possible as there is already a child in Year 1 with a visual impairment who uses these steps and will use them even more frequently next year as he moves up the school.	A	L	Admin and Ops lead to secure quotes for work	2023	S Begum	
		We suggest the small step in the library be made into a ramp (portable or fixed) if a child in a wheelchair or with mobility issues is admitted to the school.	C	I	Admin and Ops lead to secure quotes for work	As needed	S Begum	
		Paint either the walls or the fittings			Admin and Ops			

10.2.10	Accessible Toilets	in a contrasting colour and untie the emergency cord so that it hangs free to the floor.	A	L	lead to secure quotes for work	2023	S Begum	
		Fit a coat hook at a suitable height and install a vertical grab bar/handle on the outside of the door to assist when pulling the sliding door back to gain access.	A	L	Admin and Ops lead to secure quotes for work	2023	S Begum	
		Place signage on the outside of the disabled toilet door to indicate its location.	A	L	Admin and Ops lead to secure quotes for work	2023	S Begum	
		Either move or add an additional hand soap dispenser at a suitable height and in a suitable location. A wheelchair user should be able to wash and dry their hands before moving back on to their chair.	A	L	Admin and Ops lead to secure quotes for work	2023	S Begum	
10.2.13	Internal Signage	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Make signage uniformed and consistent across the school. Consider adding and option in Braille. For example:	B	L	Admin and Ops lead to secure quotes for work	2024	S Begum	

		 <p>Consider adding some directional signage in various locations around the school. For example:</p> 	B	L		2024	S Begum	
10.2.18	Doors	<p>Change non-compliant door handles to the D style of handle: Example:</p>	C	L	Admin and Ops lead to secure quotes for work	2025	S Begum	

		<div><p>Handles which do not contrast in colour to the door should either be changed or painted to a different colour. Example:</p></div>	B	L	Admin and Ops lead to secure quotes for work	2024	S Begum	
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8. Guidance and support

Listed below are some documents that have been utilised for this report and audit.

- The Equality Act 2010 and Schools – Departmental Advice for school leaders, school staff, governing bodies and local authorities, Department for Education (May 2014) (*quotes used under Open Government Licence V2.0*)
- Building Regulations Approved Document M - Access to and Use of Buildings (2004)
- British Standard BS8300:2009 - Design of Buildings and their approaches to meet the need of disabled people.
- DDA 1995 Code of Practice 'Rights of Access to Goods, Facilities, Services and Premises' 2005.
- Disability Discrimination Act 1995 and 2005, HMSO.
- British Standard BS9999:2008 - Code of practice for fire safety in the design, management and use of buildings.
- JMU Access Partnership & Sign Design Society - Sign Design Guide- A Guide to Inclusive Signage (2004).
- The Access Manual, by Anne Sawyer and Keith Bright, Blackwell, 2003.
- Access Audit Price Guide, Building Cost Information Service, 2002.

9. Links to other Guidance

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- <https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/>
- <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- <https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

10. Links to Support Organisations

Disability Rights Commission

DRC helpline
Freepost MID 020164
Stratford-upon-Avon CV37 9BR
Telephone (0845) 762 2633
Fax (0845) 777 8878
Text phone (0845) 762 2644

Radar – Royal Association for Disability and Rehabilitation

12 City Forum
250 City Road
London EC1V 8AF
Telephone (020) 7250 3222
Fax (020) 7250 0212
Minicom (020) 7250 4119

National Institute for the Blind

RNIB Customer Services
PO Box 133
Peterborough PE2 6WS

Telephone (0845) 7023153
Minicom (0845) 585691

Royal National Institute for Deaf People

19 - 23 Featherstone Street
London EC1Y 8SL
Telephone (020) 7296 8000
Text phone (020) 7296 8001
Fax (020) 7296 8199

Disabled Living Foundation

380-384 Harrow Road
London W9 2HQ
Telephone (0845) 130 9177
Minicom (0870) 603

British Dyslexia Association

Switchboard: 0333 405 4555
[Helpline](tel:03334054567): 0333 405 4567
[Training](tel:03334054565): 0333 405 4565
<https://www.bdadyslexia.org.uk/>