



The Rookeries J, I & N School

Accessibility Policy and Plan

2020-21

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Reviewed by:	D Marsh



Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Governance Committee to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the Governance Committee will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governance Committee has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governance Committee 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 an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At the Rookeries Carleton J, I & N School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

The Rookeries Carleton J, I & N School aims:

- To provide a happy, stimulating learning environment that caters for the needs of all children.
- To provide a broad-based and balanced curriculum that will enable every child to develop.
- To develop a sense of self-respect and the capacity to live as an independent, self-motivated adult, and to be able to function as a contributing member of a co-operative group.
- To recognise one's responsibilities to be a productive and valuable member of society.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.



The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme.

It has been informed by analysis of pupil & staff data and additional information gathered including parent questionnaires, pupil interviews and staff questionnaires

According to the Act a

“disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”.

The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

The Rookeries Carleton J, I & N School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Single Equality
- SEND

This plan considers the following three areas as identified in the introduction:

1. Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation
2. Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
3. Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

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

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The school Inclusion Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning.

The school hosts a Resource Provision for Deaf and Hearing Impaired children and as such has particularly closely with local authority Sensory Impairment Team

The school also works closely with additional specialist services including:

Communication & Interaction Team
Visual Impairment Advisory and Support Service
Occupational Therapists and Physiotherapists
Speech and Language Therapy
Behaviour Support team
SENSS

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by The Rookeries Carleton J, I & N School.



Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA and other services for converting written information into alternative formats. They also pay due care to ensure that means of communication are used for parents who can't access verbal communication.

Review

This Access Improvement Plan will be reviewed termly by the Inclusion and Pastoral staff team and annually by the Governors. The Inclusion Team action plans will reflect updates and progress towards meeting success criteria. In addition, it will be reviewed every three years following consultation with the larger school community, the parents, school council and from questionnaires.



The Access Improvement Plan will be reviewed regularly (at least termly) by the Inclusion and Pastoral Teams as well as additional groups.

Priority 1: Increasing the extent to which disabled pupils can participate in the school curriculum

Focus of development	What are we trying to do?	How will we do it?	How will we know we've achieved it?	What do we need to achieve this?	Who will monitor and evaluate and when?
<p>Pen Portraits and SEN Progress Reports</p>	<p>Ensure PP's and SPR's are precise, specific and being used</p>	<ul style="list-style-type: none"> • Audit of PP's <ul style="list-style-type: none"> ○ Writing short term goals ○ Involvement of agency's ○ Success - evaluating • Check PP's are being used • Check PP's are being shared with parents and staff 	<p>Children making progress in targeted areas</p> <p>Outside/specialist support and input in place</p> <p>Staff are confident/able to write PP's and SPR's effectively</p>	<p>SENCo time.</p> <p>Release time</p>	<p>SENCo</p> <p>SLT</p>
<p>Policy and procedure</p>	<p>Make sure SEN Policy reflects procedure and meets statutory requirements.</p>	<ul style="list-style-type: none"> • Update SEND Policy in light of changes to Code of Practice and in line with the PAT. • Update Policy with changes within school – PP/SEND register. • Update website with new SEND policy and SEND report • Share new policies written – Intimate Care etc. 	<p>Revisit policy with staff</p> <p>Policies adopted and practice embedded; evidence collected through lesson observations, pupil interviews, and parent questionnaires.</p> <p>Updated website</p>	<p>Staff meeting time.</p> <p>Inclusion team meeting time.</p>	<p>Inclusion team to review policies.</p> <p>SLT to monitor implementation.</p>
<p>Deaf awareness</p>	<p>Develop inclusive communication practice throughout school.</p>	<ul style="list-style-type: none"> • Deaf awareness programme in each class delivered through PSHCE. • Timetable for Deaf Awareness for each term. • Deaf awareness display in school • Re-launch signing choir and the repertoire of signed songs for whole school assemblies. • Main school staff to make full use of the support from the resource base to illustrate displays etc. with sign graphics. 	<p>Pupils and staff have a heightened awareness of what it is like to be deaf.</p> <p>Pupils and staff will have increased awareness of BSL. Bilingual BSL communication levels will increase throughout</p>	<p>Dedicated time in each class.</p> <p>Resource staff and music teacher time for choir.</p>	<p>Deaf Awareness: Lynne, Clara</p>



			school enabling full social integration of deaf children with hearing.		
Quality standards for resource bases.	Embed Deaf & Hearing Impaired Resource Provision in the main stream school.	<ul style="list-style-type: none"> • Complete audit document; 17 focus areas from educational achievement to leadership and management. • Draw up short- and long-term action plan to begin to address areas of underperformance. • Monitor progress towards short term targets. 	<p>Have a clear plan for development over the next 1 & 3 years.</p> <p>Share action plans with staff, governors and SENSS & CSIT team.</p>	HT & Deaf teacher in charge time.	HT SENCo Teacher in charge of Deaf
SEND audit	To develop partnership with parents to ensure practice enhances provision for pupils.	<ul style="list-style-type: none"> • Complete SEND audit using self-evaluation framework – review June. • Gather views of parents through a questionnaire biannually. • Gather views of pupils on SEND register through questionnaires and interviews bi-annually. • Share findings with parents and suggestions to address areas of concern. 	From the self- audit, parent and pupil views, have clear action points for the SENCo, SLT and Inclusion Team to improve practice and provision.	SENCo time.	SLT
Meeting the needs of all pupils	A consistent system for tracking the progress of all pupils identified in vulnerable groups against national expectations.	<ul style="list-style-type: none"> • Whole school provision map • Ensure an up to date and central G & T list in place • Audit provision for G & T pupils • Liaise with G & T lead person • Monitor provision for G & T children • Every teacher to produce Challenge Plans • Every teacher to produce Challenging cohort Plans • Audit interventions • PP's updated regularly • Input data for all pupils on the SEND register, K and EHCPs. pupils working below expected levels on to electronic BSquared programme. • Inclusion of vulnerable children into extra-curricular activities. 	<p>An up to date central register for SEND & G & T pupils.</p> <p>Up to date lists of intervention groups shared with all staff.</p> <p>Summary of analysis showing progress.</p> <p>All staff to use consistent recording systems.</p> <p>BSquared to be implemented and well used by all staff to</p>	SENCo time Staff meeting time	SLT



		<ul style="list-style-type: none"> Disadvantaged pupils provision map 	<p>ensure tracking is consistent and evidences small steps of progress.</p> <p>All staff aware of progress of identified pupils and next steps for e.g. SMLP's</p> <p>Evidence for pupil progress over time for those not in lines with national expectations.</p> <p>Diminished gap between disadvantaged and non-disadvantaged pupils</p>		
Intervention Tracking	Ensure all interventions are appropriate, accessed and show progress/ development.	<ul style="list-style-type: none"> Collect provision map information for each cohort half termly, collate and share with staff. Audit of support staff training and needs. Termly evaluation of progress from each intervention. 	<p>An up to date list of interventions running within school.</p> <p>Termly tracking.</p> <p>Cohort provision maps</p>	<p>SENCo time.</p> <p>Support staff audits</p>	<p>SENCo</p> <p>SLT</p>
Training for staff to meet the needs of disabled or vulnerable pupils.	Ensure staff are trained to support pupils to access the curriculum at the appropriate level.	<ul style="list-style-type: none"> Staff training including <ul style="list-style-type: none"> BSL level 1 & 2 Moving and handling Ongoing training for working with children with Down Syndrome On-going training for working with pupils on the Autistic spectrum Dyslexia 	<p>Effective differentiated curriculum.</p> <p>Improved outcomes for pupils.</p>	<p>Training time</p> <p>SENCo time</p>	<p>SLT</p> <p>SENCo</p> <p>Governors</p>
Priority 2: Improving access to the physical environment of the school					
Appropriate use of specialised equipment to	Support pupils with a physical disability to access the curriculum	Respond to the advice of external agencies and best practice to meet the needs of pupils and provide equipment including:	Increased access to the curriculum. Needs of all learners met.	SENCo time to work with outside agencies	<p>SLT</p> <p>SENCo</p>



benefit individual pupils and staff	with increased independence.	<ul style="list-style-type: none"> Laptops Adjustable stool for moving and handling Specialist chairs, sloping boards, adjustable equipment for pupils with fatigue problems or physical disabilities. Specific IT programmes to support independence e.g. Clicker 			
Independent access to the building	Appropriate use of colour schemes for internal / external decoration to support pupils with visual impairments	<ul style="list-style-type: none"> Follow advice on contrasting colours and re-decorate as necessary including hand rails and steps. 	Physical accessibility of school increased. Areas maintained on a regular basis.	Cost of re-decoration built into school maintenance budget.	SLT H & S Governor
Wheelchair access to all areas of the school.	Independent access to the school building	<ul style="list-style-type: none"> Provide and maintain wheelchair accessible toilets with electronic equipment to support moving and handling. Ensure access to main areas of the school are accessible to a wheelchair user including ramps, wider door openings. Fit automatic doors to key access points within the school, in particular through the main school to the disabled toilets. 	Physical accessibility of school increased. Areas maintained on a regular basis. Review plans regularly to ensure that planning is made in plenty of time to meet the needs of current children.	Cost of maintenance built into school maintenance budget.	SLT H & S Governor
Wheelchair access to all areas of the school.	Improved access to the school grounds.	<ul style="list-style-type: none"> School grounds; to be further developed using the plans from 'The Conservation Volunteers' group. 	School grounds to have a dedicated wildlife area and for it to accessible to all our pupils.	Costs; CVS to provide quote and plans for basic materials, volunteers to complete building work.	SLT SENCo H & S Governor
Priority 3: Improving the delivery of information to disabled persons.					
Improved communication with parents.	Availability of written material in alternative formats.	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Information to disabled pupils / parents as appropriate. Written information available in alternative formats.	Contact details & cost of translation / adaptation	HT SENCo Teacher in charge of Deaf



			Take-up of information leaflets by parents.		
Improved communication with parents.	Improved communication with parents with a hearing impairment.	Ensure Deaf and Hearing impaired people have access to signs and information around the school through BSL signed supported graphics. Deaf parents have access to interpreter as appropriate	Parents and pupils not reliant on interpreters; able to access information independently.	On-going	HT SENCo Teacher in charge of Deaf