



# Accessibility Plan



### Summary:

We provide for a range of SEND needs. All schools and local authorities need to carry out accessibility planning for the provision and access of disabled pupils. This is a requirement as required by the Disability Discrimination Act which has been replicated in the Equality Act 2010. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the school to:

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

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<b>Applies to:</b> (please check as appropriate)	Staff <input checked="" type="checkbox"/>	Pupil <input checked="" type="checkbox"/>	Community <input checked="" type="checkbox"/>
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## Document Control

Date	Version	Action	Amendments
13.09.2022	1	Transferred to new format	

## Contents

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 Equality Act 2010 states that ‘schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation’. In order to meet this requirement in the context of disability, the Act states that all schools must have an accessibility plan. They must also ensure that they are meeting their accessibility duties under the public sector equality duty and the Special Educational Needs and Disabilities (SEND) Code of Practice 2014.

- 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

An accessibility plan is listed as a statutory document by the DFE in its latest guidance on mandatory policies for schools and academy trusts.

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 (Appendix 1) shows 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 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:

WISENDSS

Educational psychologist

Visual Impairment Advisory and Support Service

Occupational Therapists and Physiotherapists

Speech and Language Therapy

Behaviour Support team

### **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?
<b>One Page Profiles</b>	<b>Ensure OPP's are precise, specific and being used by staff members</b>	<ul style="list-style-type: none"> <li>• Audit of OPP's                             <ul style="list-style-type: none"> <li>○ Writing short term goals</li> <li>○ Involvement of agency's</li> <li>○ Evaluation of targets</li> </ul> </li> <li>• Check OPP's are being used in class to inform planning and aid provision</li> <li>• Check OPP's are being shared with parents and staff</li> </ul>	Children making progress in targeted areas Outside/specialist support and recommendations are input in place Staff are confident/able to write OPP's and SPR's effectively	SENCo time. Release time Calendar of deadlines for documentation from class teachers	Inclusion team SENCO Half termly
<b>Policy and procedure</b>	<b>Make sure SEN Policy reflects procedure and meets statutory requirements.</b>	<ul style="list-style-type: none"> <li>• Update SEND Policy in light of changes to Code of Practice and in line with the PAT.</li> <li>• Update Policy with changes within school – PP/ SEND register.</li> <li>• Update website with new SEND policy and SEND report</li> <li>• Share new policies written – Intimate Care etc.</li> </ul>	Revisit policy with staff Policies adopted and practice embedded; evidence collected through lesson observations, pupil interviews, and parent questionnaires. Updated website	Staff meeting time. Inclusion team meeting time.	Inclusion team to review policies. SLT to monitor implementation.
<b>Deaf awareness</b>	<b>Develop inclusive communication practice throughout school.</b>	<ul style="list-style-type: none"> <li>• Deaf awareness programme in each class delivered through PSHE.</li> <li>• Develop further deaf awareness signs around school and within classrooms and lessons</li> <li>• Deaf awareness week celebrated and implemented</li> </ul>	Pupils and staff have a heightened awareness of what it is like to be deaf.  Pupils and staff will have increased awareness of BSL. Bilingual BSL	Dedicated time in each class. Resource staff and music teacher time for choir.	Deaf Awareness: TOTD/ Resource staff

		<ul style="list-style-type: none"> <li>• Main school staff to make full use of the support from the resource base to illustrate displays etc. with sign graphics.</li> <li>• Staff BSL CPD</li> <li>• Child BSL lunch time school club for all key stages</li> </ul>	communication levels will increase throughout school enabling full social integration of deaf children with hearing.		
<b>SEND audit</b>	<b>To develop partnership with parents to ensure practice enhances provision for pupils.</b>	<ul style="list-style-type: none"> <li>• Complete SEND audit using self-evaluation framework</li> <li>• Gather views of parents through a questionnaire biannually.</li> <li>• Gather views of pupils on SEND register through questionnaires and interviews bi-annually.</li> <li>• Share findings with parents and suggestions to address areas of concern.</li> </ul>	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
<b>Meeting the needs of all pupils</b>	<b>A consistent system for tracking the progress of all pupils identified in vulnerable groups against national expectations.</b>	<ul style="list-style-type: none"> <li>• Whole school provision map through provision writer to be implemented across school</li> <li>• Audit provision for SEND pupils</li> <li>• Monitor provision for SEND children</li> <li>• Audit interventions in place</li> <li>• Provide staff with list of available interventions</li> <li>• CPD for staff for interventions</li> <li>• OPP's updated regularly to match needs</li> <li>• Input data for all pupils on the SEND register, K and EHCPs. pupils working</li> </ul>	An up to date central register for SEND pupils. Up to date lists of intervention groups shared with all staff. Summary of analysis showing progress. All staff to use consistent recording systems. BSquared to be implemented and well used by all staff to ensure tracking is consistent and	SENCo time Staff meeting time  Calendar of deadlines for documentation from class teachers	SLT

		<p>below expected levels on to electronic BSquared programme.</p> <ul style="list-style-type: none"> <li>• Inclusion of vulnerable children into extra-curricular activities.</li> <li>• Disadvantaged pupils provision map</li> <li>• All teachers to discuss at pupil progress meetings</li> <li>• Learning walks by SENCO</li> </ul>	<p>evidences small steps of progress.</p> <p>All staff aware of progress of identified pupils and next steps for e.g. Pen portraits/ MSP/EHCPS</p> <p>Evidence for pupil progress over time for those not in lines with national expectations.</p> <p>All interventions to be tracked on Provision Map writer</p>		
<b>Intervention Tracking</b>	<b>Ensure all interventions are appropriate, accessed and show progress/ development.</b>	<ul style="list-style-type: none"> <li>• Develop whole school implementation of Provision Map Writer</li> <li>• Audit of support staff training and needs.</li> <li>• Termly evaluation of progress from each intervention through Provision Map Writer</li> <li>• Liaise with EP and WISENDSS for training opportunities</li> </ul>	<p>An up to date list of interventions running within school.</p> <p>Termly tracking and monitoring available</p>	<p>SENCo time.</p> <p>Support staff audits</p> <p>Calendar of deadlines for documentation from class teachers</p>	<p>SENCo</p> <p>SLT</p>
<b>Training for staff to meet the needs of disabled or vulnerable pupils.</b>	<b>Ensure staff are trained to support pupils to access the curriculum at the appropriate level.</b>	<ul style="list-style-type: none"> <li>• Staff training including <ul style="list-style-type: none"> <li>○ BSL level 1 &amp; 2</li> <li>○ Moving and handling</li> <li>○ On-going training for working with pupils on the Autistic spectrum</li> <li>○ Dyslexia and Dyspraxia screening</li> <li>○ SEMH needs</li> </ul> </li> </ul>	<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>



		<ul style="list-style-type: none"> <li>○ Precision teaching</li> <li>○ Lego therapy</li> <li>○ ELSA</li> <li>○ Colourful Semantics</li> </ul>			
<b>Priority 2: Improving access to the physical environment of the school</b>					
<b>Appropriate use of specialised equipment to benefit individual pupils and staff</b>	<b>Support pupils with a physical disability to access the curriculum with increased independence.</b>	<p>Respond to the advice of external agencies and best practice to meet the needs of pupils and provide equipment including:</p> <ul style="list-style-type: none"> <li>● Laptops and appropriate APPs</li> <li>● Adjustable stool for moving and handling</li> <li>● Specialist chairs, sloping boards, adjustable equipment for pupils with fatigue problems or physical disabilities.</li> <li>● Specific IT programmes to support independence</li> </ul>	Increased access to the curriculum. Needs of all learners met.	SENCo time to work with outside agencies	SLT SENCo