



# Rose Hill

## Primary School

### Accessibility Plan

### November 2016

Date Ratified	Signed By/Position	Signature
	Head Teacher	
	Chair of <i>Governors</i>	
	Lead Member of Staff	
Review Date: November 2017		

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Interim Executive Board are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Rose Hill Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually.
2. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able bodied pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, the use of interpreters, timetables and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.
3. The Action Plan for physical accessibility relates to an Access Audit of the School.
  4. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Interim Executive Board committees will contain an item on "having regard to matters relating to Access".
  5. The School's complaints procedure will cover the Accessibility Plan when reviewed.
  6. Information about our Accessibility Plan will be published in the Interim Executive Board's' Annual Report to Parents (statutory).
  7. The Plan will be monitored through the Interim Executive Board.
  8. The Plan will be monitored by Ofsted as part of their inspection cycle.

The school was built in the 1950s and is in poor condition. It has poor accessibility for those with mobility issues or for parents with pushchairs. There are a number of short flights of stairs and heavy fire doors that tend to swing back and can knock into children and adults. The school was due for rebuild before the recession but lost out when this programme was cancelled.

### **Drawing up an Action Plan**

The 3 areas to be considered in this action plan are:

#### **a) Improving Education & related activities**

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]*

#### **b) Improving the Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

*[See checklist on page 30 of DfES Guidance.]*

**c) Improving the Provision of information**

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

*[See checklist on page 30 of DfES Guidance.]*

Oxfordshire's accessibility strategy can be read at:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2016/Revised%20Schools%20Accessibility%20Strategy%20FINAL%20May%202017.pdf>

Signed on behalf of staff ..... Date: .....

Signed on behalf of Governing Body ..... Date: .....

## Accessibility Action Plan

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<u>Curriculum</u>	The school reacts to the needs of both adults and children so that the curriculum is accessible.	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum.	Ongoing	
	To ensure the school develops children's awareness of disability.	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light.	Children are aware of disabilities and learn about success stories e.g. Paralympics	Ongoing	
	Ensure disabled children can take part equally in lunchtime and afterschool activities	Discuss with people running other clubs afterschool. Support would have to be available -especially after school.	Disabled children feel able to participate equally in out of school activities.	As required	
	All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability.	All children are able to access all school trips and take part in a range of activities	As required	

<p><b><u>Physical environment</u></b></p>	<p>To create access plans for individual disabled children as part of the IP process.</p> <p>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Any future plans for further development of the building take DDA issues into account.</p>	<p>Ensure IP addresses specific needs for evacuating building and alerting the HI to a fire alarm.</p> <p>Continuously monitored to ensure any new needs are met.</p> <p>Work with LA and architects when planning modernisations.</p> <p>Advice taken re-lighting and colour schemes before any further decorating takes place.</p>	<p>Format of documentation altered appropriately.</p> <p>All parents and carers can access the school buildings.</p> <p>Where it can be reasonably achieved, the school building continues to be accessible for all.</p>	<p>As required</p> <p>Ongoing</p> <p>As required</p>	
<p><b><u>Information</u></b></p>	<p>Ask parents about preferred formats for accessing information e.g. braille, other languages</p>	<p>Highlight on all school documentation that goes to parents that it is available in alternative formats.</p>	<p>When needed, the school provides written materials in alternative formats. Staff more aware of preferred methods of communication, and parents feel</p>	<p>Ongoing</p>	

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