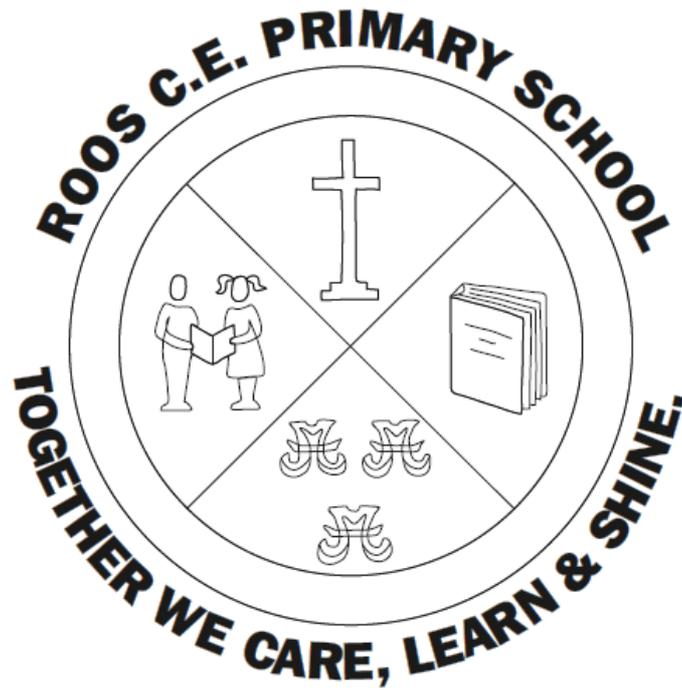


Roos C.E. (VC) Primary School



Access Policy

Starting points

1A: The Purpose and direction of the school's plan: Vision and values

Our aim at Roos CE (VC) Primary School is to deliver an enquiry based curriculum underpinned by our Christian Value of Respect, Responsibility, Truth, Trust, Forgiveness and Friendship. That shows progression and high expectations while retaining the flexibility and creativity through active learning in real life contexts. We also incorporate problem solving and have developed an environment that encourages independent learning and the application of basic skills. Our curriculum gives space for learning beyond subject boundaries and allows pupils to feel success both in the classroom and the outside world. We ensure this curriculum is accessible to all children regardless of disability, race, gender and ethnicity.

1B: Information from pupil data and school audit

- The school has a small percentage of children on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including Speech, Language and Communication difficulties and dyslexia, emotional and behavioural difficulties, medical needs such as severe allergies and specific medical needs.
- The school has physical access to the main entrance by ramp along with two other ramps into the school. There are two disabled toilet facilities available and accessible with all of the school building also being fully accessible.
- Pathways of travel around the school site and parking arrangements are safe. The school gates are closed both at the beginning and the end of the school day to prevent vehicles entering the site. All play areas are fenced off from the car park by a locked gate and are sited to the side of the building away from the car park.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise. In the event of a real fire the children will muster at The Black Horse public house in the village.
- Furniture and equipment are selected as standard and are age related as appropriate.

- All pupils take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment or disability.
- Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' Termly Support Plan and liaise with specialist and support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them. Reading materials are also adapted appropriately to ensure children have access to the text.
- For children with English as an additional language our provisions will include individual / small group teaching to develop their language skills and increase access to the curriculum, supported by visual communications and external support.
- We have a clear policy on the administration of medicines, with staff trained to administer Epi-pens and Asthma inhalers. There is a register of children with medical needs and all staff have access to this information.
- Photographs of children and their specific medical needs or allergies are in all classrooms and the staffroom to ensure the information relating to these children is also passed on to all staff members.
- Epi-pens and inhalers are always taken out on the playground at break times and during PE sessions. They are also taken on educational visits / trips out of school. Staff are trained in first aid and the use of Epi-pens and inhalers.

2. The main priorities in the school's plan

2A: Increasing the extent to which pupils with disabilities can participate in the school curriculum

- Ensure all pupils are aware of 'Play leaders' and Buddies System to help relationships in school and on the playground.
- Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues. The school has a fully trained SEND Co-ordinator.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Increase the amount of seating provided for outdoor events, e.g Sports Day.
- Increase awareness among all members of the school community about the dangers of cycling scooting on the school premises. The school achieved the Gold Modeshift Award from the Local Authority in September 2015.
- Improve 'chill out' / areas for reflection in the outdoor areas.
- All new building work to include installation of appropriate facilities in cloakrooms and classrooms for both disabled and abled children.
- Ensure new building work has access for disabled children, visitors, staff and stakeholders.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- Increase pupil awareness of where to access information about events in school and the local community.
- Ensure transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have an Education, Health and Care Plan (EHCP).

3. Making it happen

3A: Management, coordination and implementation

- The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.

- The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA (Equality Act 2010) and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.
- Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.
- The Governing Body will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

3B: Making the plan available

- Hard copies of the school's Access Plan will be available via the school office, and the Governors' Folder. An electronic copy is available via the school web-site:
<http://www.roosprimary.org.uk>
- According to the recommendation of Disability Rights Commission font size should be no less than 14 point.

Date agreed by Disability Equality Group:

Date agreed by governors:

Signed (Chair of Governors):

Signed (Headteacher):

Revised February 2018

To be reviewed February 2019