



**Rushall Primary School
Accessibility Plan
September 2018 – September 2020**

As an inclusive school, with an ethos of every child 'sky rocketing' is embedded in our daily practice, all reasonable adjustments are made to ensure participation and enjoyment for all pupils, staff and visitors.

At Rushall Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with stake holders and covers the period from September 2018 – September 2020.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Eliminate discrimination and other conduct that is prohibited by the Equality Act (2010).

Evidence that the school is aware of the requirements of the Act and is complying with the duties may include:

- Copies of policies (for example, the behavior policy, child protection policy, individual curriculum policies) where included information has been effective in increasing the ability to eliminate discrimination. Reduce bullying etc.
- Awareness raising sessions with the Governors, staff and pupils and the impact of these.
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils.
- Impact the aspects included within the curriculum aimed at eliminating discrimination and samples of work produced e.g. photographs of displays.

School Context

Rushall Primary School is a one form entry primary school in Walsall LA. There are approximately 250 children on roll, including Nursery aged children.

Rushall Primary School has additionally resourced provision (ARP) for children with speech, language and communication needs (SLCN), including Autism Spectrum (AS).

The nature of the additionally resourced provision (ARP) draws a number of children into the mainstream school with special educational needs (SEND), particularly for children with speech and language difficulties, ADHD and on the Autistic spectrum, where Rushall Primary School is not their local school.

Our school has a balanced gender split and compared to Walsall LA Rushall Primary has:

- A larger amount of SEND pupils (21%)
- Approximately 10% of pupils have an AS/ADHD type need
- Contains fewer EAL pupils
- Has low level of ethnic diversity and fewer ethnic minority pupils

Rushall Primary School currently occupies a site alongside the Education Development Centre (EDC), a former secondary school (Pelsall Comprehensive).

There is a well equipped playground at the front of the school and a large grassed playing field adjacent to the main building. The school is constructed on two levels and has a lift for access to the upper floor. There are accessible toilets on each level. The gym/hall is across a quadrangle and through the EDC.

To make our school more accessible to children and adults with a variety of needs our school incorporates:

- New anti-flicker lighting throughout the school- AS/Epilepsy friendly
- White nosings to all steps around the school – visual impairment friendly
- All switches around school are DDA compliant
- Fire alarms boxes within each classroom flash (light) in addition to sound- hearing impairment
- Ramps have been built around school to greater access- including from school to our school gym
- Each Key Stage has a designated DDA classroom for wheelchair access
- There is now wheelchair friendly access in every toilet (KS1 & 2), including for adults on both floors
- Our before and after school club has a separate wheelchair accessible toilet.
- Greater security in the form of additional security gates around the site and the Paxton door security system (staff have fobs to gain entry/exit to the building).
- Our reception window is accessible to wheelchair users.

Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria	Impact
By Dec 2018 all classrooms and wider school environment will be audited. From this termly monitoring will take place.	All classrooms are organised to promote participation and independence of all pupils. Children will be given opportunities to select their own resources to assist their learning. Children have access to displays within the environment	Review and layout of materials and resources to ensure accessible to all according to individual need.	All lessons start on time without the need to make adjustments to accommodate the needs of the individual pupils. All pupils are able to access the curriculum with consideration given to individual need – positioning for children with hearing impairments, dyslexia friendly backgrounds to monitors/whiteboards, visual timelines &	Classrooms reviewed termly in line with Creative Curriculum topic to ensure the needs of individual classes are catered for.	KB/LOB/HJ and class teachers	All children to have access to learning tools/arrangement of the classrooms that meets their specific needs.	Increase in access to all aspects of the National Curriculum and our Creative Curriculum.

	to help support their learning.		positive prompts displayed. KA (SaLT) to audit classroom environments.				
At least termly review in line with PLT reviews	Ensure all pupils have the resources they need to fully participate, make progress and achieve.	Audit of pupils needs in line with PLTs.	Pupils needs are identified and resources are allocated, e.g. individual timetables, covered overlays etc. Detailed on provision map.	Ongoing (two year school Creative Curriculum)	CR + class teachers/TAs	All pupils participate and have opportunities to be independent	Increase in access to all aspects of the National Curriculum and our Creative Curriculum.
Ongoing throughout the year as part of ongoing CPD ARP staff- Peter Imray Curriculum (three tiered) with a focus on semi formal curriculum- Nov 2018 and throughout 2019 Joanne Grace – sensory training Jan 2019 Les Staves (maths) training for SEN in Feb 2019	Training for teachers on differentiating the curriculum in order to meet specific learning and access needs.	Audit of staff training requirements	All teachers are able to meet the requirements of disabled children's needs with regard to accessing the curriculum.	Ongoing (two year school Creative Curriculum)	CR +		Improved confidence in all staff. Increase in access to all aspects of the National Curriculum and our Creative Curriculum.
By February 2019	Key signs/symbols for Makaton daily	Identifying key vocabulary and making resources.	Children will be encouraged to communicate	Ongoing (two year school Creative Curriculum)	CR	All pupils participate and have opportunities to be independent.	

	communication to be re-introduced for lanyards for all staff.	Access to language increased.	positively when around school.				

Equality and Inclusion

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria	Impact
Annually	To review the following Policies/Plans: <ul style="list-style-type: none"> • Accessibility Plan • SEND • SEND Information Report • Behaviour Management • Policy • Positive Behaviour Policy- A Team Teach Approach • Child Protection • Compliments and Complaints 	All policies to be reviewed and amend to reflect legislation and practice.	All reviewed policies to be available on our school website.	Yearly	KB/HJ/CR	A fully inclusive school where all stakeholders can access policies via our school website	

Information Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria	Impact
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Ongoing to meet the needs of our parents.	To make school brochures, school newsletters and other information and material available to parents/carers in alternative formats.	Review current publications and look into how these can be adapted for the parents/carers that need an alternative.	School is able to provide alternative as required to meet individual circumstances.	As and when required	KB & MS	All parents can access material in a format suitable for their individual needs.	
By Sept 2019	Review documentation with a view of ensuring accessibility for pupils with visual impairments.	Get advice from Vision Support Service on Alternative formats and use of IT software to produce customised materials.	All school information is available for all.	BH to arrange with SEN/LA	CR and BH	Delivery of school information to pupils and parents with visual difficulties improved.	
By Summer 2019	Raise awareness of adults working at and for the school on the importance of good communication systems for pupil information and the specific needs of all children.	Arrange staff training.	Awareness of the target group raised.		MS, CR & KA	School is more effective of meeting the needs of the children.	

Physical Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria	Impact
Review annually	Ensure the multi-sensory room meets the needs of our pupils (pupils needs change and	Evaluate the use of our multi-sensory room.	Pupil's needs are fully supported and enriched by using the multi-sensory equipment.	By Summer 2018	CR + class teachers/TAs	Communication is enhanced and enriched by quality opportunities to extend	

	changing population with school and ARP).					communication and interaction.	
Review termly	Ensure that children have equal access and use of the outdoor facilities at Rushall Primary School	Evaluate the use of our outdoor environment: <ul style="list-style-type: none"> • Playground- including play equipment • Forest School • Rushall Retreat 	Questionnaires/focus group with children to find out ways in which we can support their enjoyment and participation in the outdoor learning environment.	Ongoing	CR + class teachers/TAs	All pupils to participate and have opportunities to be involved in outdoor activities to enrich learning and social emotional well-being.	

Identifying Barriers to Access

Question	Completed/and under constant review	In Progress	Under Discussion	Not Yet Addressed
Organisational				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X			
Preparation for entry into school	X			
Grouping of pupils	X			
Homework policy and practice	X			
School discipline and sanctions	X			
Exclusion procedures	X			
School clubs and activities	X			

School Trips	X			
The school's arrangements for working with other agencies	X			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X – and ongoing			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X			
Are there high expectations of all pupils?	X			
Do staff seek to remove all barriers to learning and participation?	X			
Access to curriculum	X			
School policies, e.g. anti-bullying, SEND policies, health and safety	X			
Interaction with peers	X			

Question	Completed	In Progress	Under Discussion	Not Yet Addressed
Physical access				
Are your classrooms optimally organised for disabled pupils?	X			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	X - *1			
Can pupils who use wheelchairs move around school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X - *2			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X - *3			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities: including alarms with both visual and auditory components?	X			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	X			

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	X			
Are areas to which pupils should have access well lit?	X			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	X			
Is furniture and equipment selected, adjusted and located appropriately?	X			
Access to school facilities	X			
Activities to support the curriculum, e.g. drama group visiting school	X			
School sports	X			
How the school deals with emergency procedures	X			
Breaks and lunchtimes – play leaders, buddies	X			
The serving of school meals	X			

*1 – There is a lift to gain access to both levels

*2 – There are disabled toilets on both levels and ramps to enable access to all areas.

*3 – Makaton signs/photos and symbols