


Redscope Primary School

Accessibility Plan

	Name of School	Redscope Primary School
	Policy review Date	Jan 26
	Date of next Review	Jan 27
	Who reviewed this policy?	E. Naylor (SENDCO)

Vision Statement

Our vision is for Redscope Primary School to be a stimulating, safe and respectful learning environment, where all members of our community work in partnership to achieve the best for every child. This vision includes our desire to make our learning environments accessible to all our learners and school community. The purpose of this plan is to show how Redscope Primary School aims to develop and improve the accessibility of our school for disabled pupils, staff, parents /carers and visitors. As a school we are required under the Equality Act 2010 to have an accessibility plan.

The definition of disability according to this Act is: A person has a disability if— (a) The person has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities. Equality Act 2010 CH1 section 6 <http://www.legislation.gov.uk/ukpga/2010/15/section/6>

Redscope Primary School will endeavour to ensure that there is no discrimination in relation to the accessibility of our school curriculum, school communications, and where possible, with reasonable adjustment, our school site. In adherence to schedule 10 of the Equalities Act 2010 (Appendix A), we will review this policy every three years or in response to an individual pupil's needs with reference to this accessibility plan and the SEND policy. All improvements will be made in accordance to this plan and in 'reasonable time'. This plan should be read in parallel with our SEND Policy and Information Report and Complaints Procedure.

Our Aims

- To increase access to the curriculum for pupils with a disability: to include teaching and learning, the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits and residential visits.
- To improve and maintain access to the physical environment of Redscope Primary School to include physical aids to access education, as appropriate.
- To improve the delivery of communications and information to disabled pupils and their families. The information should take into account pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe in response to these needs.

Aim One

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

Redscope Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. The staff and governors will work to ensure that all SEND pupils reach their full potential, are fully included within the school

community and are able to make successful transfers between educational establishments. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff. Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved -

Aim	Current good practice	Objectives and Actions	Person Responsible	Date to complete actions by	Success criteria
Increase confidence of all staff in differentiating the curriculum	Whole staff training on current and relevant SEND issues	Share good practice across school. Share info with all staff from visiting professionals. Continue to plan whole staff training in response to pupil cohort needs. Working with LSS and EPS	SENCO	Ongoing	Staff to be confident in supporting SEND children.
Ensure classroom support staff have specific training on disability issues	TAs currently attend full staff training on SEND issues.	Continue as good practice responding to the pattern of need within our setting	SENCO	Ongoing	Clear guidance to staff regarding a child's needs.
Ensure all staff are aware of disabled children's curriculum access	Good communication using school systems distributed throughout staff.	To apply this as and when a child requires this level of support.	SENCO	Ongoing	Clear guidance to all staff regarding a child's needs. Care Plans for individual children are displayed in the staff room. Notes are updated to whole staff in briefing meetings weekly.
Ensure classroom resources	Current resource provision takes	To continue to renew and purchase	SENCO Business Manager	Ongoing	Resources that are fit for purpose.

meet the needs of specific children	account of pupils needs.	appropriate aids as required by pupils attending our setting using SEND budget.			
Educational visits to be accessible to all	Every attempt made to achieve accessibility for all pupils. To date all visits have been accessible to all pupils.	To continue to ensure that due consideration is made for all pupils when planning educational visits.	Class Teacher and SENCO	Ongoing	Educational visits accessible to all.
PE curriculum to ensure PE is accessible to all	To date modifications have been made to ensure PE is accessible to all	Continue to monitor	PE co-ordinator and SENCO	Ongoing	PE accessible to all.

Aim 2

To improve and maintain access to the physical environment.

Redscope Primary School is continuing to develop and as we continue to improve the facilities and site we aim to consider carefully accessibility issues. Any individualised provision for pupils will be negotiated when a pupil's specific needs are known or change.

Aim	Current good practice	Objectives and Actions	Person Responsible	Date to complete actions by	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Generally good relationships and communication with all stake holders. Where we are aware of needs they are being met. Site access is under review in terms of security and as part of this plan, access is	To sensitively collect information regarding individual need and create access plans for individual. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs	Head/ All staff	Ongoing	For the school to be easily accessible to all its stake holders. For those wanting to use the school site to know how to make their needs known to the school.

	being considered.	during recruitment process.			
Layout of school to allow access for all pupils to all areas	Currently all pupils are able to access all areas of the school with the use of the movable ramps on internal stairs.	Consider needs of disabled pupils, parents/carers or visitors when considering any redevelopment.	SENCO, Head and Site manager.	Ongoing	For the school to be accessible for all pupils. For all future development to consider accessibility.
Ensure all disabled pupils can be safely evacuated. All fire escape routes are accessible.	Clear evacuation procedure in place. All vulnerable children have an evacuation plan written by staff displayed in the staff room.	All vulnerable children have an evacuation plan written by class teacher with allocated staff, these are then displayed in the staff room.	SENCO, Head and Site manager	On going	All practices run smoothly with plans in place and adults are clear regarding roles and responsibilities.
Ensure equal access to classroom resources through suitable adaptation. Hearing support, ICT adaptations etc	Currently there are adaptations suitable to meet pupils' needs across the school	To keep up to date with ICT options. Maintain equipment. Work with HI and VI and Moving and Handling team to ensure resources are up to date.	SENCo, Head, Outside agency support.	On going	Fully inclusive classrooms.
Access to the disabled toilet and TA support of needed.	Access discussed in review meetings with SENCO.	Children to be able to use the disabled toilet and TA support of needed. Intimate Care Plan written in agreement with parents/carers	SENCO, Class Teacher, TA.	On going	Reviewed when necessary.

Aim 3

To improve the delivery of communication and information to disabled pupils and their families.

Communication between Redscope Primary school, pupils, parents and the wider community is good. It is met through our open door policy, helpful office staff, letters, text messages, class email inboxes, Arbor in-app messages and emails, the school web site, meetings with teachers and SENCO and on site posters. We also have a Twitter account providing all stakeholders with the opportunity to see what is happening in school throughout the day.

Aim	Current good practice	Objectives and Actions	Person Responsible	Date to complete actions by	Success criteria
Review information to parents/carers to ensure it is accessible.	We have good and varied communication routes.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all documents accessible via the school website can be accessed by the visually impaired. Support available for how to access our main means of communication Use of translators for reviews of EAL.	Ongoing	SENCO	Clear communication to all stakeholders in school
Large print for visually impaired.		When requested or need identified	When needed.	All staff	Accessible print
If languages other than English are spoken by parents or children - provide information in other language for pupils or prospective pupils who may have difficulty with hearing or language problems. Simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of		Access to translators, sign language interpreters to be considered and offered if possible. Support in accessing information if translators etc are not available. Messages and emails are sent in a translated form when required for parents to understand the information. Google translate used.	On going	SENCO, SLT, Head and site manager	Supported communication.

printed information					
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Audits

All audits completed by Site Manager and kept with the Head Teacher. Audits are reviewed with SENCO and SLT with the involvement of governors and the LA.

A - APPROACH AND CAR PARKING

B - ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

C - ENTRANCES, INCLUDING RECEPTION

D - HORIZONTAL MOVEMENT AND ASSEMBLY (Corridors, Classrooms etc)

E - VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE

F - DOORS

G - LAVATORIES

I - INFORMATION

J - MEANS OF ESCAPE