



Rosary Catholic Primary School

Our school values: LOVE, RESPECT, ASPIRATION, INCLUSIVITY, CURIOSITY

Accessibility Plan 2023 - 2026

Printed copies of this document are available on request, from our school office.

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The School's Context

The Rosary Catholic Primary school is a mainstream school for boys and girls age range 4 years to 11 years old. The school comprises of one school building over two levels. Access to the lower level requires the use of steps. The ground floor contains all the main facilities of the school, (four of seven classrooms, library, hall, kitchen, disabled toilet, cloakroom, SEND room, EAL room, staff room, main reception and headteachers office). There is a vegetable garden on this level and a slope up to the large playing field). On the lower ground floor there are the other three classrooms and cloakrooms and access to the playground and school garden). The year group that occupies a given classroom is interchangeable and by planning, we can avoid a year group with a disabled pupil from needing to access the classrooms on the lower floor. The Reception and Year One classrooms are on the ground floor and they both lead out to a ground floor level outside playground specifically for YR and Y1. We have two further tarmac playgrounds – one on the mid and one on the lower ground level, and a walled garden and forest school area on the lower floor level. Currently, the only way to access these facilities is via various flights of steps.

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Aim

The SEN and Disability Act 2001 (SENDA) amended Part IV (Education) of the Disabilities and Discrimination Act 1995 (DDA), adding section *28D Accessibility strategies and plans*. SENDA made further provision against discrimination, on grounds of disability, in schools and other educational establishments, and for connected purposes.

Under the duties of the DDA *28D Accessibility strategies and plans*, school governors should outline an accessibility plan detailing how over a defined period time, we will be:

- a) increasing the extent to which disabled pupils can participate in the school's curriculum.
- b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school.
- c) improving the delivery to disabled pupils (within a reasonable time, and in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents), of information which is provided in writing for pupils who are not disabled.

In this document under the sections called 'Action Plan', we set out how we will meet these duties over the next three years. The school's accessibility plan is resourced, implemented, reviewed, and revised as necessary and reported on annually.

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Our School Vision

We will provide every pupil with an excellent education.

We will model Christian community and love and welcome all families whatever their background.

Our school will be a thriving, inclusive community where everyone can flourish, through high-quality teaching and varied, hands-on experiences.

Pupils will be equipped for secondary education and beyond, with equal emphasis on pupils' academic success, their social, cultural, and spiritual development, and their emotional wellbeing.

Our Mission

We do our best, following in the footsteps of Jesus.

Our Values

Love, Inclusivity, Aspiration, Curiosity, Respect

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Our school has five core values which we live throughout our school curriculum and wider school life. We believe that these values of **love, respect, aspiration, inclusivity**, and **curiosity** together help us to reach our potential, discover our strengths and talents and prepare for a successful future. Our school's vision draws on these values to outline where we are focused in growing our school community over the next few years. We believe that diversity, equality, and inclusion are the strength of our community, and we are committed to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without any discrimination.

Our values and vision were created involving consultation with staff, parents, pupils, and governors, as well as understanding the relevant current challenges for our school, pupils, and their families. We aim to provide an environment where everyone can thrive and reach their potential.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

We are working within a local and national framework for educational inclusion provided by:

- Our Gloucestershire local authority GCC Inclusion Teams
- The Advisory Teaching Service
- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

If you have any concerns relating to accessibility in school, the school's complaints procedure sets out the process for raising these concerns.

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Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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Increase access to the curriculum

Current good practice

- Our admissions policy 2022-2023 states that children with an Education, Health and Care Plan that name our school on their school application are allocated a place as a priority, providing the school can meet the child's needs as expressed in the EHCP.
- We will ask about any disability or health condition in early communications with new parents/carers as part of our school admission procedure.
- We involve pupils and their parents in planning their support.
- Our school offers a differentiated curriculum so that it is accessible to all pupils.
- We recognize that early identification of needs leads to positive outcomes.
- We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Where P.E. is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.
- Our curriculum resources include examples of people with disabilities.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.
- We consult with experts when new situations regarding pupils with disabilities are experienced.

Action plan

Increase access to the curriculum for pupils with a disability					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT SENCo SEN mgr	Termly meetings with parents/carers – Termly consultations My Plan reviews and EHCP Annual Review meetings with SENCo	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to	SLT SENCo SEN mgr	Advisory Team; Sensory Support team; Access to courses; CPD Outreach support from local special school; Online resources for CPD shared	Training time TA time allocated	In place and ongoing	Increased access to the curriculum.

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the curriculum for all pupils		with staff; Ongoing guidance from specialists (e.g., Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence support from School Nursing Team).			Needs of all learners met. Maintain records of staff trained.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SLT SENCo SEN mgr	Strategic deployment of support staff for interventions; use of IT (e.g., Nessy); adapted equipment, e.g., sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys; resources for pupils with EAL; ensure specialist equipment (e.g., hearing aids) is checked daily and seek advice if needed (e.g., from Sensory Support)	Specific apps to support learning on iPad's; Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress; Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	SLT SENCo SEN mgr	Pastoral support; timetable adaptations; individual physiotherapy/Occupational Therapy programmes; Speech and Language Therapy programmes; specific training in word processing skills through Nessy Fingers touch type programme; use of access arrangements for assessment/statutory tests	Independent speech therapist/Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
Improve educational experiences for visually impaired pupils	SENCo SEN mgr	Consult Sensory Support team; use of enlarged reading materials, etc. as required based on identified needs	Cost of equipment	As required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced
Improve educational experiences for	SENCo SEN mgr	Daily maintenance and use of radio aids when required; consider hearing loop/sound field	Installation of equipment	In place when	Staff know how to operate/maintain

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hearing impaired pupils		systems, if recommended; consult Hearing Impairment team		required - regular visits from sensory support team.	hearing technology and learning experiences of pupils enhanced
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT SENCo SEN mgr Staff leading clubs	Risk assessments will be undertaken where appropriate ;providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND

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Improve and maintain access to the physical environment

Current good practice

- The two main entrances to the school building are flat or ramped and have wide doors.
- The Hall is fully accessible for wheelchair users.
- There are disabled toilet facilities available fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked.

Action plan

Improve and maintain access to the physical environment					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets	SBM	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	SBM HT	Designate a disabled parking space; wide doors and corridors; clear route through school	Maintenance costs	September 2023 or ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	SBM HT	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint; trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	September 2023	Hazards highlighted to increase safety for visually impaired people; All areas monitored and maintained

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Improvements to help the hearing impaired	SBM HT	Install hearing loop/sound field when necessary; Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced
Improve signage to indicate access routes around school	SBM HT	Introduce signs to indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	Future plan	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	SBM HT	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	SBM HT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school

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Improve the delivery of information to pupils with a disability

Current good practice

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources available

Action plan

Improve the delivery of information to pupils with a disability					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Ensure Availability of written material in alternative formats	Office SLT SENCo SEN mgr	Fortnightly newsletter available on website and parent app notification sent to parent/carers; improve availability of information for parents – display appropriate leaflets for parents to collect; key content published on school website; provide translated documents where appropriate	Contact details and cost of translation and/or adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class teachers SENCo SEN mgr	Seek and act on advice from sensory support advisor on individual pupil requirements; use of magnifier where appropriate; ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment	To be implemented as appropriate/advised	Pupils able to access all school documentation

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Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher Mrs Rosy Savory.

Links with other policies and documents

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information Policy
- Special Educational Needs and Disabilities Policy & SEN Information Report
- Supporting Children with Medical Conditions Policy
- Admissions Policy
- Behaviour in School Policy
- Child Protection and Safeguarding Policy
- Complaints Policy

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