



Accessibility Plan September 2019-2022

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context:

Rowlatts Mead Primary Academy is a mainstream school for boys and girls with an age range of 3 to 11 years old. The school comprises of one main school building, which has been extended, a block to the rear accessed via a covered outdoor walkway and a separate building housing the nursery. There is disability access for all classrooms and main areas of the school including the dinner hall. Although single storey the school has some small sets of stairs so wheelchair access to some parts involves going outside.

The School's Aims:

- To be at the heart of our locality by working in partnership with families and the wider community.
- To be a learning community which fosters creativity, independence and a passion for learning.
- To enable our children to develop the essential skills for a happy and fulfilled life.
- To deliver quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
- To provide a nurturing and stimulating environment that supports and celebrates learning.
- For all members of the school community to model positive, respectful relationships.

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

- ✓ Inclusive School (DfES 0774/2001).
- ✓ SEN and 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.

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have wide doors. There is a wide, automatic door into the main entrance and the lobby 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. Stairs have contrasting edges to aid the visually impaired. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult through ICT, specialised staff and good practice. We consult with experts when new situations regarding pupils with disabilities are experienced.

Improving participation in the curriculum

Accessibility Outcome	Action to ensure Outcome	Who responsible	Resources	Time Frame	Notes
Ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils.	Epipen, Diabetes, Respiratory and Epilepsy training for specific needs. Intimate care policy and trained staff. Training from SALT, social communication team, behaviour and learning support team, sensory support team. Access to courses, CPD. Outreach support from TMET Online resources for CPD shared with staff Team teach.	SENCo / SLT	Training time. Staff time.	As required.	Further training may be required as pupils needs change. Maintain a record of staff training.
Effective communication and engagement with parents / carers.	Regular meetings with parents/carers. Regular consultations. Regular POP meetings with SENCo. Stay and Learn sessions.	SLT	Time allocated.	In place and ongoing.	Parents/carers fully informed about progress and engage with their child’s learning.
Effective use of resources to increase access to the curriculum for all pupils.	Strategic deployment of support staff / 1:1 support. Use of ICT through apps such as Clicker. Use of specific areas to overcome issues (the pit).	SENCo / SLT	Specific apps to support learning on iPads and laptops.	In place and ongoing.	Positive impact on pupil progress. Barriers to learning are removed.
Adaptations to the curriculum to meet the needs of individual learners.	Timetable adaptations. Speech and language therapy programmes. Specific training in word processing skills through. NESSY touch typing. Access arrangements for assessment/National tests. 1:1 Support and access to “calm areas”.	SENCo	Regular SALT visits. IT support as required.	In place and ongoing.	Needs of all learners met enabling positive outcomes.

Appropriate use of specialised equipment to benefit individual pupils and staff	iPads and laptops available to support children with difficulty recording. Sloping boards for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty (Reading Rulers). Specially shaped pencils and pens for pupils with grip difficulty. Use of wedge/wobble cushions. Use of chew / fiddle toys. Oxygen tanks risk assessed and stored appropriately.	SENCo	Specialist equipment as listed.	In place and ongoing. Equipment ordered when required.	Increased access to the Curriculum. Needs of all learners met.
Improve educational experiences for visually impaired pupils.	Consult sensory support team. Use of magnifiers/adapted keyboard/enlarged reading materials as required based on identified needs.	SENCo	Specialist equipment as listed.	In place when required - regular visits from sensory support team.	Teaching aids, and resources more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils.	Consider use of radio / hearing aids if required. Consider hearing loop/soundfield systems if recommended. Consult Hearing Impairment team.	SENCo	Installation of equipment.	As required.	Staff to be trained in the use of equipment if necessary.
Improve educational experiences for EAL pupils.	Use of staff to translate. Use of apps such as Google translate. Use of translated resources.	SENCo / Teaching staff.	Time allocated.	In place and ongoing.	Increased access to the Curriculum. Needs of all learners met.

Access to the physical environment

Accessibility Outcome	Action to ensure Outcome	Who responsible	Resources	Time Frame	Notes
Provision of wheelchair accessible toilets.	Maintain wheelchair accessible toilets.	Site Manager	Maintenance costs.	In place and ongoing	Physical accessibility of school increased.
Access into school and reception to be fully compliant.	Designated disabled parking. Wide doors and corridors. Stair lift to be considered if required. Strategic deployment of staff.	Site Manager	Building / maintenance costs.	In place. Adaptations as required.	Due to stairs some access is via the outside of the building.
Improvements to help the visually impaired.	External steps highlighted in yellow/non-slip paint. Monitor and re paint when necessary. Internal steps highlighted in contrasting colour.	Site Manager	Material costs and time allocated.	In place and ongoing.	Hazards highlighted to increase safety for visually impaired people.
Improvements to help the hearing impaired	Use of radio mic / hearing aids when necessary. Visual alarm linked to fire alarms.	Business Manager / Site Manager	Cost of equipment/ installation.	Future plan.	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school.	Install signs indicate disabled parking bay and wheelchair friendly routes around school.	Site Manager	Cost of signs.	Future plan.	Disabled people aware of wheelchair access and parking.
Maintain safe access around exterior of school.	Ensure that pathways are kept clear of vegetation / obstructions.	Site Manager	Cost included in maintenance.	In place and ongoing.	People with disabilities can move around the site.
Maintain safe access around the interior of the school	Seek and act on advice from sensory support advisor on individual pupil requirements. Ensure large, clear font used in documentation. Maintain access to oxygen tanks and keep walkways clear.	Site Manager	Material costs and time allocated.	In place and ongoing.	People with disabilities can move around the site.

Improve the Delivery of Written Information

Accessibility Outcome	Action to ensure Outcome	Who responsible	Resources	Time Frame	Notes
Availability of written material in alternative formats	Improve availability of information for parents – display appropriate leaflets for parents to collect. Provided translated documents where appropriate. Use off apps such as Weduc to get information out.	SENCo, Office, SLT	Cost of translation / adaptation.	In place and ongoing.	Information to disabled pupils/parents as appropriate. Written information available in alternative formats.
Ensure documents are accessible for pupils with visual impairment.	Seek and act on advice from sensory support advisor on individual pupil requirements. Ensure large, clear font used in documentation.	SENCo, Teaching staff	Purchase costs of magnifier or other specialist equipment.	In place and ongoing.	Pupils able to access school documentation.
Ensure documents are accessible for pupils Language barriers.	Use of translators and translated documents.	SENCo, Teaching staff	Cost of translation / adaptation.	In place and ongoing.	Pupils able to access school documentation.

Access to extra-curricular activities

Accessibility Outcome	Action to ensure Outcome	Who responsible	Resources	Time Frame	Notes
School visits are made accessible to all pupils.	1:1 support staff used as required. Appropriate and compliant facilities booked. Accessible transport used as required. Translators used as required. Use of specialist equipment such as reigns.	EVC	Time allocated, specialist transport.	In place and ongoing.	All pupils have access to trips and visits.
After school clubs / activities are accessible to all pupils.	1:1 support staff used as required. Staff trained in inclusion and actively encourage participation from all pupils. Equipment / special arrangements made as required	Teaching staff	Time allocated, additional equipment / resources.	In place and ongoing.	All pupils have access to and actively participate in after school activities.
Access to health visitor / school nurse for advice and guidance.	Room and equipment provided for drop in sessions for families, parents and carers. Advice and strategies available for continuing participation and access to learning for all pupils.	Site manager	Time allocated, maintenance costs.	In place and ongoing.	All pupils, parents and carers have access to health and social care advice.

Emergency procedures

Accessibility Outcome	Action to ensure Outcome	Who responsible	Resources	Time Frame	Notes
All pupils understand how to and are able to evacuate the building in the event of an emergency.	1:1 staff as required. All staff aware of the evacuation plan and procedure. Individual PEEP for pupils with specific needs. Evacuation drill practiced regularly.	SENCo, Site Manager.	Allocation of time.	In place and ongoing.	All drills recorded. PEEPS kept in Principals office.
All pupils understand how to and are able to enter the building in the event of an exterior emergency.	1:1 staff as required. All staff aware of the invacuation plan and procedure. Individual PEEP for pupils with specific needs. Invacuation drill practiced regularly.	SENCo, Site Manager	Allocation of time.	In place and ongoing.	All drills recorded. PEEPS kept in Principals office.
All pupils understand how to and are able to participate in a “lockdown”.	1:1 staff as required. All staff aware of the lockdown plan and procedure. Individual PEEP for pupils with specific needs. Lockdown drill practiced regularly.	SENCo, Site Manager	Allocation of time.	In place and ongoing.	All drills recorded. PEEPS kept in Principals office.