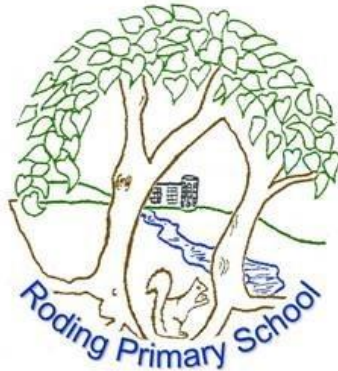


Roding Primary School



with Provision for Deaf Children

Accessibility Plan and Policy

Ratified by Committee:	Teaching and Learning
Adopted by Full Governing Body:	Spring Term 2023
Next review due by:	Spring Term 2026

Our aim is to be a school where everyone feels safe, works hard and has fun. All our policies support our ethos and stakeholders will be challenged if they fail to adhere to a policy and supported to be able to do so.

Roding Primary School and Nursery, with Provision for Deaf Children, is committed to the positive emotional wellbeing and mental health of all of our community members. This policy should be read in conjunction with the Emotional Wellbeing and Mental Health Policy.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. At Roding we follow the Equality Act 2010 Roding to ensure we protect against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Roding Primary School and Nursery with provision for deaf children is a welcoming school where everyone is **'Free To Achieve'**. The staff, children and governors work hard to support strengths, identify areas to improve and remove any barriers that may prevent reaching potential. To this end we work as a team, following the school values: At Roding we are:

Aspirational
Confident
Honest
Independent
Enthusiastic
Valued
Excellent
Respected
Successful

Our aim is to be a school where everyone feels safe, works hard and has fun. Our curriculum ensures a focus on academic success, creativity and personal development.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

The plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	By Whom?	By When?	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Roding offers an inclusive curriculum for children of all abilities and uses specific resources to ensure all pupils are able to access the curriculum fully</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ensure support staff have specific training on disability difficulties</p> <p>Ensure all staff (teaching & nonteaching) are aware of children who have a disability to ensure access to all areas of the curriculum</p> <p>All school visits, whole school events and trips need to be accessible to all pupils</p> <p>Review PE curriculum to ensure PE is accessible to all pupils</p>	<p>Identify training needs at regular meetings</p> <p>information for children who are disabled to be shared with all support staff and all agencies involved with each child</p> <p>Ensure venues and means of transport are vetted for suitability.</p> <p>Review PE curriculum to include disability sports</p>	<p>CLT SENDSCO Lead TOD EVC lead Class Teacher</p>	<p>Ongoing</p>	<p>Raised confidence of support staff</p> <p>All staff are aware of individual's needs</p> <p>All pupils are able to access all school trips and take part in a range of activities</p>

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Increase access to the curriculum for pupils with a disability</p>	<p>Review curriculum areas and planning to include disability issues</p> <p>Ensure children who are disabled can take part equally in lunchtime and after school activities</p> <p>Ensure the relevant support is in place to ease communication with pupils with disabilities e.g. a laptop, designated workstations, one to one support</p>	<p>Include specific reference to disability equality in all curriculum reviews</p> <p>Discuss with Out of school Club staff, and people running other clubs after school. Support may need to be available – especially after school.</p> <p>Ensure accessibility for children with a range of learning/ behavioural / physical needs within the classroom environment</p>		<p>All pupils have access to PE and are able to excel. Support staff are available to support</p> <p>Gradual introduction of disability issues into all curriculum areas - increased whole school awareness of disability successes/difficulties</p> <p>Children who have disabilities feel able to participate equally in out of school activities.</p> <p>Increased understanding of the opportunities available to all children</p> <p>Disabled pupils are fully engaged with all school activities</p>
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Alternative transportation arrangements for staff and students attending off site visits	<p>Inclusion Team to quality assure that trips are accessible for all</p> <p>Thorough RA takes place and all considerations have been taken into account with all reasonable adjustments that have been made.</p>	<p>For teachers to take the lead in this when organising trips for their class</p> <p>Booking alternative transportation to be considered and the booking to be made in advance</p>	<p>EVC Lead and class teacher to meet at the beginning of every term to ensure any trips organised are accessible for all and the correct organisation for specific transport etc is completed well in advance</p> <p>CT to complete RA in liaison with EVC</p>	<p>EVC lead CT SENDCO Lead TOD</p>	<p>ongoing</p>	<p>For planning and bookings to be made well in advance of trip and for all children to access school trips</p>
Ensure Year 6 Residential site and activities are accessible for all	<p>Thorough Risk assessments are completed</p> <p>Good discussions occur between school staff and Residential staff to ensure alternative activities are arranged for specific children where needed</p>	<p>Ensure venue booked is accessible for all children before booking</p> <p>Change the venue if needed to ensure all children can attend</p>	<p>Yr6 phase leader and EVC Lead to meet before a venue is booked to discuss the needs of the children.</p>	<p>EVC 5/6 phase leader SENDCO Lead TOD</p>	<p>Sept 2021 and ongoing</p>	<p>That plans are put into place right at the beginning and venue booked is appropriate for all children to access before the booking occurs.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • High visibility paint to highlight trip hazards • Fire alarm lights (not just sound) 	<p>Identified children have specific equipment and seating arrangements, which have been implemented throughout the year.</p> <p>Ensure a smooth Transition occurs in Sept to new classes and implement new ideas for new pupils.</p>	<p>Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p> <p>Review and implement a preferred layout of furniture and</p>	<p>SENDCO Lead TOD Class teacher Site Manager</p>	<p>ongoing</p>	<p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.</p> <p>Clear visibility for sight impaired</p> <p>Clear exit in case of emergency evacuation</p>

	<ul style="list-style-type: none"> • Library on the ground floor • Wheelchair lift to enable full access to second floor and specialist Evac chair for emergency evacuation • Specialised sound proofing in Deaf Provision rooms <p>Sound field systems in classrooms</p> <p>Currently only WC have signs and classroom doors</p>	<p>To continue to improve signage around school including visual clues to aid visually impaired and EAL or those at wheelchair level</p>	<p>equipment to support the learning process in individual classrooms.</p> <p>Use Communication in Print to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms</p>			<p>Wheelchair have access to the 1st floor with their peers and to the computer suite. Pupils in the specialist classrooms are able to access all learning without physical barriers</p> <p>Deaf pupils have full access to the school environment. Classroom environment, school environment and resources to have are all labelled, also at wheelchair height, to aid accessibility</p>
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	<p>Steps currently have yellow lines in playground to guide children</p> <p>Staff and children who are deaf do not have access to knowledge in all areas of the school that the fire alarm has gone off and rely on other adults/children to make them aware .</p>	<p>To improve the visibility of yellow lines</p> <p>To make our deaf staff aware of fire alarm</p>	<p>Repaint all yellow lines on playground to help with visibility</p> <p>Evac chair training for key staff members</p> <p>Increase number of flashing alarms in rooms across the school</p>	<p>Business manager</p> <p>Site Manager</p> <p>HT</p> <p>SENDCO</p> <p>Lead TOD</p> <p>School business manager</p> <p>Head Teacher</p> <p>Site manager</p>	Ongoing	<p>Yellow lines visible</p> <p>staff and children who are deaf will have access to knowledge that the fire alarm has gone off and can respond independently</p>
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<p>Ensure that parent and pupil voice is represented and any adaptations or adjustments made</p>	<p>Parents able to contact Inclusion team at any time including</p> <ul style="list-style-type: none"> -Direct message communications with parents via EduKey -Inclusion have email address to reduce time takes for parent to contact Inclusion team with any comment <p>Parents invited to termly review of Progress – parents have the option to have these meetings via Zoom if needed.</p>		<p>Pupils to be consulted to ensure views are reflected in any adaptations made and these views are recorded for reference</p>	<p>SENDCO</p> <p>Lead TOD</p> <p>Class teachers</p> <p>Phase leaders</p>	ongoing	<p>Pupils feel their voice is represented regarding adaptations made</p>
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	<p>Parents consulted on particular needs and encouraged to attend specialist meetings</p> <p>Pupil Passports reflect pupil's voice on daily school life EHCP pupils record a video to support their voice at Annual Reviews</p> <p>Parents can request signed support if needed for a meeting.</p> <p>Deaf parents are contacted by email or text in an emergency.</p>					
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Arrangements in place to facilitate staff with a disability	<p>Back to work interviews</p> <p>Making reasonable adjustments ie DSE adaptations, temporary/permanent changes in working practices</p>	<p>Ensure this is consistent approach across all staff teams.</p>	<p>Meet with leads of teams to ensure consistent approach is being followed</p>	<p>HT/DHT</p>	<p>Ongoing</p>	<p>To encourage successful return to work/staff to feel supported</p>
Emergency Evacuation Procedures	<p>Peeps in place for pupils and staff with difficulties with mobility in the event of an emergency</p>	<p>Evac training organised and takes places annually for identified named persons</p>		<p>Business manager HT</p>		<p>In an emergency child/adult to be evacuated by EVAC</p>

4. 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 governing committee and the head teacher

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Supporting pupils with medical conditions policy