



## **Rudston Primary School: Accessibility Plan 2017-2020**

We aim that Rudston Primary School is a welcoming happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

**Purpose of Plan:** This plan shows how Rudston Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of disability:** A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

**Areas of planning responsibilities:** Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits) Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education) Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.) The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

**Current Range of known disabilities:** The school has children with a range of disabilities to include moderate and specific learning disabilities, including ASC, Dyslexia, PDD and ADHD. We have a small number of pupils who have a hearing impairment. At present we have no wheelchair dependent pupils, parents or members of staff. Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

<u>Targets</u>	<u>Strategies</u>	<u>Outcomes</u>	<u>People Involved/Responsibility</u>	<u>Timeframe</u>	<u>Evaluation</u>
<b>Equality and Inclusion</b>					
To improve staff awareness of disability issues	Review training needs for adults within school community. Provide Training as appropriate	Whole school community is aware of issues	HT SENDCO Chair of Governors	Ongoing	Staff are more aware of disabilities within our school community. They are able to cater for individual needs both practically and sensitively.
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	Raised staff confidence in strategies for differentiation and increased pupil participation	HT SLT SENDCO	Ongoing	Work and activities provided for pupils cater for specific needs in order to support, motivate or challenge. Children feel valued and are able to fully access the curriculum.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	Raised confidence of support staff			Staff are more aware of disabilities within our school community. They are able to cater for individual needs both practically and sensitively.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new	All pupils in school able to access all educational visits	HT Education Visits Lead	As required	Risk assessments are completed in advance to ensure accessibility.

	venue is vetted for appropriateness	and take part in a range of activities			Modifications or access arrangements are resolved prior to the visit to ensure all can fully take part.
To continue with our approachable 'open door' ethos	Have a good knowledge and to develop good relationships with parents and carers. Ensure all feel welcome. Ensure families are able to access information.	All parents and carers feel welcome and comfortable.	HT SLT Office Staff	Ongoing	Parents and carers feel welcomed into school. That their opinions and views are valued and considered. Parents trust the school and the education provided for their child.

**Improving access to the physical environment of the school:**

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

<u>Targets</u>	<u>Strategies</u>	<u>Outcomes</u>	<u>People Involved/Responsibility</u>	<u>Timeframe</u>	<u>Evaluation</u>
<b>Physical Environment</b>					
The school is aware of the access needs of disabled pupils, staff, governors,	To create access plans for individual disabled pupils as part of the IEP	IEPs in place for disabled pupils and all staff aware of pupils needs.	HT SENDCO SLT Governors	As required	HT and SLT regularly check school grounds to ensure access. They continually

<p>parent/carers and visitors</p>	<p>process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process.</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues</p>		<p>Induction and ongoing if required.</p> <p>Annually</p> <p>Recruitment process</p>	<p>monitor the needs of the school community to ensure that there are no barriers to access.</p>
<p>To continue to improve the school's physical environment.</p>	<p>Carry out an audit of school buildings and grounds; consider wheelchair access, parking and accessible toilet.</p> <p>Make suggestions and implement as budget allows.</p> <p>Alternative arrangements to be</p>	<p>Modifications will be made to the school building and grounds to improve access.</p>	<p>HT Governors</p>	<p>Ongoing</p>	<p>HT and SLT regularly check school grounds to ensure access. They continually monitor the needs of the school community to ensure that there are no barriers to access.</p>

	made where physical modifications are not possible.				
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.  Develop a system to ensure all staff are aware of their responsibilities	All disabled pupils and staff working alongside are safe in the event of a fire	SENDCO	Annually	PEEPS are updated annually in conjunction with parents/carers and appropriate services e.g. fire brigade.
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware  Liaise with SENCo on information with regard to the visual impaired and hearing impaired pupils	Hardware and software available to meet the needs of children as appropriate	ICT Lead HT	Ongoing	ICT lead continually monitors ICT resources and provision to ensure accessibility.  ICT lead works with current providers to ensure quality of resources and value for money.

**Improving the delivery of the curriculum to disabled pupils:**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Outcomes</u></b>	<b><u>People Involved/Responsibility</u></b>	<b><u>Timeframe</u></b>	<b><u>Evaluation</u></b>
<b>Curriculum</b>					
To continue to train staff to enable them to meet the needs of children with SEN.	Review the needs of the children.  To provide training for staff as required.  Refer to SEND policy.	Staff are confident in enabling all children to access the curriculum.	HT SENDCO All Staff	Ongoing	Work and activities provided for pupils cater for specific needs in order to support, motivate or challenge. Children feel valued and are able to fully access the curriculum.  CPD provided for staff to ensure up to date pedagogy.
To ensure that all children are able to access all out-of-school activities.	Review external activities. Carry out risk assessments Provision of additional support	With modifications all children will be able to access all activities.	HT EV Lead SENDCO	Ongoing	Financial support is offered to all families who require it. Risk assessments are completed in

					advance to ensure accessibility. Use of Evolve ensure quality of risk assessments.
To provide specialist equipment/resources, to promote participation in learning by all pupils.	Assess the needs of individual children  Provide equipment/resources as required.m e.g. writing slopes,tinted paper, overlays, headphones.  Identified children to have access to visual prompts.	Barriers to learning will be reduced.  Children to develop independent learning skills, enabling them to reach their full potential.	SENDCO Class Teachers	As required On-going.	SENDCO continually updates SEN register, keeping informed of all needs recommended for individual pupils.  CT work closely with SENDCO to ensure all equipment is available.
To meet the needs of children during EOKS assessments.	Assess the needs of individual children.  Apply for modified papers, additional time etc.	To enable children to reach their full potential.	SENDCO Phase Leaders		SENDCO and phase leader to apply for appropriate support within the correct time frames.
To meet the needs of children with SEND	Use of one page pupil profiles.  Enhanced provision and access to LA specialist advice for those required support beyond the classroom.	Pupil Profiles are updated termly.  Close Tracking of pupils.	HT SLT Class teachers	On-going.	SENDCO ensures that profile are completed and updated regularly. CT provide high quality first teaching and ensure daily delivery of lessons is suitable that children with an

	Support from outside agencies including: Education psychology, Seedlings, CAMHS, ASD support services, Alder Hey.				SEN are full catered for.  SENDCO works closely with outside agencies,
Written and other information.					
<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Outcomes</u></b>	<b><u>People Involved/Responsibility</u></b>	<b><u>Timeframe</u></b>	<b><u>Evaluation</u></b>
To ensure all parents and members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Parents and school community will have access to information in multiple formats	HT Admin Staff SLT Class Teachers	On going and As required.	School provides multiple formats and platforms for information.
To ensure parents who are unable to attend school due to a disability can access parent's evenings and other school events.	Staff to make links with parents over the phone and send written information to parents.  School events to be documented on school website, twitter feed.	Parent are kept informed of their child's progress.  Parents are able to share in the celebratory life of the school.	HT SLT ICT Lead	As required.	HT and SLT continually assess the needs parents/carers and modify information as required.
To ensure that signage around the school is clear and appropriate.	Review the needs of the school community.	Signs around the school are accessible for all.	HT SLT Chair of Governors Site Manager	As required.	Regular reviews of school environment to ensure all statutory requirements are met.