

Rokeby Park Primary School
Accessibility Plan (February 2014 – February 2017)

Introduction

This plan identifies the ongoing actions of the Governing Body of Rokeby Park Primary School to increase access to education for disabled pupils in the following three areas;

- 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.

The attached plan is fully supported and resourced by the Governing Body and will be implemented from 1st September 2014 onwards. It will be reviewed and revised by the Governing Body annually until 2017. It should be read alongside the school's Disability Equality Scheme.

Vision and Values

At Rokeby Park Primary School we are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide.

We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

Information from Pupil Data and School Audit

The audit conducted by the Leadership Team in the Spring Term 2014 indicates that the following practices are in place:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Established procedures for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. Freshstart, Grammar and spelling; Booster and support work to meet individual pupils' needs.
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science;
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

Physical Environment:

- Wide access doors in the corridor;

- Disabled toilet facilities in the main school and the Foundation stage.
- Ramps to the school office (for access to the school), the mobile building and to the Foundation stage
- Regular evaluation of the school site for accessibility by the Governing Body.

Information:

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with the Headteacher;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

As a school, we have set the following priorities for the development of information and data to support the school’s accessibility plan:

- Annual audit of the schools’ strengths and areas for improvement in working with disabled pupils;
- The impact on disabled pupils of the way the school is organised;
- Outcomes for disabled pupils.

Views of those consulted during the development of the plan

The school has set the following priorities in respect of consultation on the plan. These actions will be conducted every three years:

- Issue draft plan to all staff and governors for feedback;
- Issue draft plan to parents/carers of disabled pupils and invite feedback;
- Discuss the content of the plan with children and invite feedback.

Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on a three yearly basis with Termly reviews by the SENCO and H&S teams. The governing body takes responsibility for the school accessibility plan and sets a clear direction for it. The Governing Body will also be responsible for ensuring that this plan is coordinated with other services and agencies, for example, with the LA accessibility strategy, social services and health agencies. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

Publication

The school makes its accessibility plan available in the following ways:

- On request from the school office;
- A copy is issued to all parents/carers of disabled pupils;
- On the school website

Senior Member of Staff Responsible:	Karen Jackson (Headteacher)
Designated Member of Staff:	Michelle Ball (SENCo)
Governor Responsible:	Lorna Jarvis

ROKEBY PARK PRIMARY SCHOOL

Accessibility Plan Section A – Improving Access to the Curriculum

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Teaching and learning across the New National Curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences.	Planning and teaching includes opportunities to ensure the physical diversity of society is represented	All	Ongoing in response to need	July 2017	SLT monitoring time. Staff training as required.	Pupils are respectful and have an understanding of physical diversity.	
Ensure that the new National Curriculum is differentiated appropriately to take account of all individual pupils' learning needs.	Staff to ensure planning is differentiated to consider the learning needs of all.	All	Ongoing in response to need	July 2017	SLT Meeting time. Staff training as required	Pupils learn with appropriate curriculum matched to their needs.	
The curriculum is accessible to pupils with reading difficulties and dyslexia.	Continued use of IT programme Lexia to improve access to the curriculum for dyslexic pupils.	All	Ongoing in response to need	July 2017	School disadvantage funds for the provision reading books and the license for the IT programme – Lexia.	Pupils with reading difficulties have improved access to all parts of the curriculum.	
	Purchase Reading books (Collins Big Cats) to support pupils with Reading difficulties in Y3/4 at correct reading and maturity level.	DH	Spring 2014	July 2014			
Train staff on ways to improve pupil access to the New National Curriculum.	Monitor provision for children with SEN and assess if development opportunities would be beneficial.	SLT	Autumn and Spring Term 2014/15	April 2015	Staff meeting time. SENCO And SLT time.	Staff are increasingly aware of and are able to meet the needs of children with regard to accessing the curriculum.	
Improve children's awareness of disability issues.	PSHE curriculum and assemblies to be used to raise awareness of Disability issues.	DM	Spring and Summer Term 2015	July 2015	Subject Leader Time. Staff Meeting Time.	Children have a greater understanding of disability issues.	

	Disability equality issues are incorporated into the PHSE curriculum.	All					
Higher attainment for pupils with SEN/ disabilities.	<p>Further develop a range of learning resources that are accessible for children with different disabilities.</p> <p>Subject Leaders to review resources.</p> <p>Pupil Premium resources targeted at disadvantaged pupils. (see Pupil Premium spreadsheet).</p> <p>Use of O Track tracking system to track progress of SEN pupils and pupils with disabilities (continued purchase).</p> <p>Ensure access to out of school activities for all disadvantaged pupils</p> <p>Monitor uptake of FSM pupils to out of school activities.</p>	<p>SENCO</p> <p>HT</p> <p>Subject leaders</p> <p>Assessment leaders</p>	By Spring Term 2017	July 2017	<p>Ongoing monitoring time – SENCO and Assessment leaders</p> <p>Pupil Premium budget and delegated budget.</p> <p>staff meeting time.</p> <p>Purchase of O track licence.</p>	<p>Children with disabilities have increased access to curriculum materials.</p> <p>Improved progress for pupils with SEN and disabilities</p>	

Accessibility Plan Section B – Improving Access to the Physical Environment

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
Improve the ease of access to all areas of the school building.	Ensure staff access door to the school at the rear of the school has been made fully accessible with wide entrance doors, concrete area for parents to wait and ramped wheel chair access.	HT Site manager	By July 2015-July 2016	July 2016	School devolved capital Advice from Stubbs brothers	Children and adults will have easier access to all areas of the building.	
Improve the Physical accessibility to IT across the school	Ensure netbooks are purchased and accessible for all pupils for the teaching of IT skills and specialist equipment is purchased as required.	HT Business manager Judgeland systems	Ongoing reviews	Ongoing reviews	School budget IT equipment renewed annually	Children with physical disabilities will be able to access IT resources more freely within lessons in each classroom environment.	
Develop the concept of a Foundation Stage outdoor classroom	Purchase equipment for 'Communicating Friendly Spaces' project to ensure the outdoor environment is accessible to all.	Foundation Stage Manager and Head teacher.	November 2014 – July 2015	September 2015	School budget.	Outdoor classroom provides age-appropriate equipment for all pupils including SENSORY experiences.	
Increase the amount of physical activity through play.	Purchase of playground play equipment. Purchase of a Muga for the main school	HT	By Spring 2017	July 2017	Devolved Capital (as available) and school budget.	Play area encourages physical activities for all pupils in school.	7

Accessibility Plan Section C – Improving Communication and Information Sharing

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
School policies reflect a commitment to accessibility for all.	All relevant policies to have reference to disability equality and accessibility.	All	Ongoing	July 2017	Subject leader time SLT time	Pupil access to the curriculum and their attainment is in line or above targets set.	
Ensure all information is received by	Audit of parent/carer needs.	HT Admin	Ongoing	July 2015	Access to LA advice on specialist	School will be able to respond quickly to	

parents/carers in an appropriate format.	Use LA advice to develop plans to make information more accessible.				information e.g. Braille	requests for information in alternative formats.	
Ensure all information is received by children in an appropriate format.	Key information available on website.	HT Admin	Ongoing	July 2015	ICT technician time.	Children with disabilities have greater access to information.	
	Modify child questionnaires – enlarge print, simplify language provide adult support as needed.						
Ensure that all information used in teaching is presented in an appropriate format.	Modify homework and worksheets – enlarge print, simplify language/ coloured paper as needed.	All	Ongoing	Ongoing	Staff meeting time. Funding from school budget	Pupil access to the curriculum and their attainment is in line or above targets set.	
	Use visual timetables and picture/symbol communication systems.						
	Use appropriate language in lesson delivery.						