



Roskear Primary & Nursery School

Accessibility Plan

Agreed by governors	Spring Term 2021	Signed :
Reviewed and amended	Autumn Term 2022	

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. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Principles

Compliance with the Equality Act 2010 is consistent with Roskear's aims and equal opportunities policy, and the operation of Roskear's SEND policy. Roskear School recognises its duty to:

- *not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- *liaise with parents to discuss the most suitable support for their child
- *not treat disabled pupils less favourably
- *take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- *publish an Accessibility Plan.

Roskear Primary and Nursery School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Roskear provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning



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styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

Roskear will continue to seek and follow the advice of services such as Educational Psychologists and Specialist Provisions, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Roskear will take account of the needs of pupils and visitors when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to discuss individual needs with all pupils and parents on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate. We are continually reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

Roskear Primary and Nursery School will make itself aware of local services for providing information in alternative formats when required or requested. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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

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.



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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.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- SEN policy and local offer
- Equal Opportunities policy
- Curriculum policies.



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Priority Target	Actions	Timescale	Cost/ Budget	Responsibility
Increasing the extent to which pupils can participate in the school curriculum	<ul style="list-style-type: none"> • Staff aware of pupils' individual needs through the use of APDR and support plans. 	On entry	Staff time/ School Budget Plus PE funds	All staff
	<ul style="list-style-type: none"> • Ensure relevant pupils can access the curriculum by employing and using trained staff. 	As required		All staff
	<ul style="list-style-type: none"> • Effective use of equipment to promote learning where appropriate 	Ongoing		All staff
	<ul style="list-style-type: none"> • Curriculum Planning makes provision for all pupils 	Weekly		All staff
	<ul style="list-style-type: none"> • Lessons address a variety of learning styles and scaffolded and resourced appropriately. 	Ongoing		All staff Teachers
	<ul style="list-style-type: none"> • Monitoring of pupils to ensure significant progress is made 	Termly		SENDCo
	<ul style="list-style-type: none"> • School visits and extra curriculum clubs are accessible to all pupils regardless of attainment or impairment. 	As required		All staff
	<ul style="list-style-type: none"> • Ensure that all staff planning off-site trips are aware of the Equality Act requirements 	As required		All staff
	<ul style="list-style-type: none"> • Staff support with writing risk assessments for day trips and residential trips where needed. Individual risk assessments completed where appropriate. 	As necessary		Teacher/ SENDCo
	<ul style="list-style-type: none"> • Inclusive PE equipment to be used regularly to ensure all children can participate in sessions 	Ongoing		All staff
Improving the environment of the school to increase	<ul style="list-style-type: none"> • EYFS inclusion fund to be applied for where possible to ensure we can access resources for individual children to help meet their needs. 	Aut 2 if required for individuals	School budget to cover	SENDCo
	<ul style="list-style-type: none"> • Annual autism friendly classroom audits help inform the SENDCo/SLT about changes needed 	Annually (Aut term)		All staff



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<p>the extent to which pupils can take advantage of education and associated services;</p>	<ul style="list-style-type: none"> • Staff are given the opportunity to raise Health and Safety concerns weekly during staff briefing time. • Meetings with parents of children with SEND address key factors such as environment and changes are made accordingly where possible. • SENDCo ensures all recommendations from outside professionals are acted upon and followed as required. • SENDCo ensures training delivered by outside professionals is available to key staff as appropriate ie Occupational Therapy/Speech and Language Therapy. 	<p>Weekly ongoing</p> <p>Termly</p> <p>As required</p> <p>As required</p>	<p>staffing for meeting times</p> <p>SEN budget for resources</p>	<p>All staff</p> <p>All staff & parents</p> <p>All staff</p> <p>All staff</p>
<p>To meet regularly with parents/carers to ensure needs are being met.</p>	<ul style="list-style-type: none"> • Termly SEND review meetings for all children on School Support or with an EHCP. Targets are evaluated and SENDCo ensures all needs are being met, including physical needs. • EHCP applications are written in a timely fashion, in liaison with parents/carers. • Referrals to outside agencies are completed alongside parents and recorded on the child's chronology/APDR cycle sheet. • Termly H&S inspections. • Annual reviews held yearly with both parents/carers and external agencies for children who have an EHCP. • Suggested support and strategies from external agencies is always followed up in school and fed to class teachers and TAs ie speech therapist targets, OT targets, physiotherapy. All reports and suggestions are recorded onto the child's chronology. 	<p>Termly</p> <p>As required</p> <p>As required</p> <p>Termly</p> <p>Ten-monthly</p> <p>As required</p>	<p>Staff time/ Trained SENDCo</p>	<p>All staff</p> <p>SENDCo</p> <p>SENDCo & parents</p> <p>L Snell</p> <p>All parties</p> <p>SENDCo</p>



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<p>To improve communication for non-verbal children</p>	<ul style="list-style-type: none"> • Individualised visual timetables using objects of reference and/or pictures. • Use of Makaton to support individuals. • Use of ECAT and Learning Language and Loving it strategies within the EYFS environments. This includes regular training and updates. • Relevant training for staff and advice from the speech and language therapists. 	<p>As required</p> <p>As necessary</p> <p>Ongoing</p> <p>Half termly during SALT visits and by email where required</p>	<p>Makaton Training (free but need to cover staff) - school staffing budget</p>	<p>All staff</p> <p>All staff</p> <p>EYFS staff</p> <p>All staff</p>
<p>To improve communication for children with communication needs (EAL / ASD)</p>	<ul style="list-style-type: none"> • Visual timetables in place in each classroom, although these may look different from year group to year group as the children get older. • Individual visual timetables available for children who need to know what is happening throughout the day to help reduce anxiety. • Social stories are used regularly to help children with ASD understand key events/difficulties. • Use of Now and Next boards for individual children (moving on to now, next and then boards when ready). • Traffic light lanyard symbols used where necessary. • Visual cues used around the environment and on lanyards to assist individual understanding of language, where required. 	<p>Ongoing for all</p>	<p>Staff time to make resources</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>



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<p>To improve access to learning for children with sensory needs</p>	<ul style="list-style-type: none"> • Training from ASD team to include Sensory Processing • Sensory breaks/space breaks/physical breaks to be planned in for children as required • Referrals to Occupational Therapy made for children as and when required • Funfit offered to all children who show sensory and coordination difficulties (4 times a week) • Apply for the Early Inclusion Grant as and when required to ensure we can purchase equipment to help meet individual need. 	<p>Spring Term 2 Daily</p> <p>As required Update groups termly Ongoing</p> <p>Beginning of each term as required</p>	<p>£100 Staff time</p> <p>Staff time Three afternoon a week SENDCO release off site - no cost</p>	<p>ASD & SENDCo All staff SENDCO</p> <p>Sam C & SENDCO</p> <p>SENDCO</p>
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