



Policy Statements and Procedures

ACCESSIBILITY PLAN (2018 – 2021)

INTRODUCTION

Please note that parents, guardians and carers are referred to as 'parents', and colleges and schools within The Rosedale Hewens Academy Trust are referred to as the 'school' throughout this policy. Rosedale Primary, a school within The Rosedale Hewens Academy Trust, is committed to providing an excellent educational experience for all its pupils.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Local Advisory (Governing) Body (LAB).

This Accessibility Plan is supported by the following statutory guidance **or** is underpinned by statutory guidance:

- The **Disability Discrimination Act (DDA) 1995 and 2005.**
- Special Educational Needs and Disability Act 2001.
- The Equality Act 2010.
- Part 5 of The Education (Independent School Standards) (England) Regulations 2014 (ISS)

The DDA defines disability as '*a physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities*'.

This Accessibility Plan is structured to complement and support the school's Equality and will be used to advise other school planning documents and policies.

AIMS

Rosedale Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Aims are:

- To ensure access to the curriculum for pupils with a disability, medical condition or other access needs.
- To ensure the physical environment of the school allows access to education and other associated services for pupils, staff and other members of the school community with a disability, medical condition or other access needs.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a disadvantage.
- To continue to plan for reasonable adjustments to the buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the LAB:

1. To increase the extent to which disabled pupils can participate in the school curriculum.
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information, which is provided for pupils who are not disabled in a format appropriate to their needs.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Educational Visits Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the LAB. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for the LAB will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The school currently collates information about any disability or health condition in early communications with parents of children who are new to the school. Parents of children already on roll at the school are required to keep the school informed of any changes to the information they have provided.

Accessibility Plan 2018-2021

Area	Action	Person Responsible	Timescale
Raising Awareness and Training			
Whole school training will recognise the need to continue raising awareness for staff and other stakeholders on equality issues, always making reference to the Equality Act 2010.	Raise awareness of disability issues, particularly with regard to how this impacts access to the curriculum and physical environment. Audit the additional educational needs of the current school population; identifying future areas for training; deliver twilight sessions on issues such as ASD, ADHT and other specific learning difficulties.	Niela Bamber	On-going
Curriculum			
Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. If a school fails to do this they are in breach of duties under the	Review the out-of-hours school provision ensuring that the range of activities on offer reflect an inclusive environment and comply with legislative requirements. Survey families to determine the level of demand and ascertain	Ghizlane Ouchane	On-going

Equalities Act 2010.) This covers teaching and learning and wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. Also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.	<p>preferred activities.</p> <p>Review activities within the planned curriculum to ensure that routine arrangements, structures and procedures do not discriminate against those with disabilities or additional needs.</p> <p>Review school meal arrangements, checking that menus pay due regard to the cultural diversity of the children; providing appropriate choice and suitable nutrition. Consider how advice can be made available to families.</p>	Niela Bamber	
Physical Environment			
Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers improvements to the physical environment of the School and physical aids to access education within a reasonable timeframe.	Resolve any latent defects relating to the physical environment ensuring that the site and buildings are DDA compliant. Explore options to provide appropriate hygiene facilities for children with physical disability, considering how this can also be used as a medical room/sick bay.	Clive Neathey	On-going
Communication			
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, text books and information about events; the information should be made available in various preferred formats within a reasonable timeframe.	<p>Further develop a weekly newsletter for parents, guardians and carers clearly setting out the arrangements for all children. Audit families to determine what needs to be done to make the information more accessible.</p> <p>Further develop the website so that it is more interactive, ultimately replacing much of the printed communication, if appropriate.</p>	<p>Marcia Reid</p> <p>Jane Thomas</p>	On-going

Date	Change(s) Made	Change Author
TBA	Policy created	LAB
May 2018	Policy edited and formatted	Jane Thomas , Senior Officer - Marketing and Media (TRHAT)