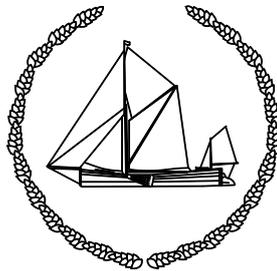


ROLPH CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

ACCESSIBILITY POLICY AND PLAN



LOVE, INTEGRITY, FELLOWSHIP, ENDURANCE

**We are a nurturing Christian family,
where everyone aspires to achieve their own unique potential.**

'I can do all things through Christ who strengthens me' Philippians 4:13

Together we will work to enable all the children to achieve their unique potential within our Christian family. Through the teachings and example of Jesus, we nurture individuality with the aim of enabling everyone to discover *"LIFE in all its fulness"* (John 10.10) *"by providing a good quality of education, appropriate challenge, developing self-esteem and promoting care and respect for each other and God's world"* (Church of England Vision)

This is informed by Jesus' Parable of the Mustard Seed:

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches." Matthew 13:31-32 NIVUK



Rolph Church of England Primary School and Nursery School Accessibility Plan

July 2020

1. Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to: -

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to;
- and prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** sets out how the local governance board will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the local governance board has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the local governance board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- 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.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school



1.2 The Involvement of Disabled Children and Young People, Staff and Parents

1. In preparing this Accessibility Plan, has been informed by analysis of pupil & staff data and additional information gathered.
2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
3. Rolph Church of England Primary School and Nursery is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:
 - Special Educational Needs
 - Equal Opportunities
 - Inclusion
 - H&S policy
4. This plan considers the following three areas as identified in the introduction:
 - 4.1 Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation
 - 4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
 - 4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.
5. Increasing the extent to which disabled pupils can participate in the school curriculum.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The SENDCo provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children’s service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy



6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Rolph Church of England Primary School and Nursery.

7. Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Accessibility Plan is reviewed annually by the local governance board.