Diocese of Chelmsford
Vine Schools Trust

Accessibility Plan

This is a model plan that has been reviewed and adapted for Rolph Church of England Primary School and Nursery

Policy Reference:	
Adopted by this school on:	Autumn 2024
Next review:	Summer Term 2027

"I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit

JOHN 15:5

At Rolph Church of England Primary School and Nursery we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision, of ***'Live LIFE and Flourish together'***

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

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In line with our vision ***'Live LIFE and Flourish together'*** and our values of ***love, integrity, Fellowship and Endurance.***

We aim to

- Embrace a partnership between the school and home
- Offer each member the opportunity to flourish through Christian values and guidance.
- Provide individuals the right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability.
- Help children to appreciate that they are members of the wider community in its richness and diversity.
- Provide a curriculum and a setting where all children have equal opportunity to grow in understanding and in in the acquisition of skills, attitudes and values.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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The school supports any available partnerships to develop and implement the plan such as the **Essex Schools Accessibility Strategy 2023 to 2027.**

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Contextual Information

Rolph Church of England Primary School and Nursery is a one-story building. It has a newer additional nursery unit that has been attached to the school. The main building has a disabled toilet, and the 'newer' nursery building has a disabled toilet with a changing facility. The school has an accessible ramp at the side of the school.

Increasing access for disabled pupils to the school curriculum.

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 and maintain excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board and the headteacher].

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Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Accessibility Plan 2024-2027

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objective	Action	Outcome	Timeframe	Achieved
Equality and Inclusion				
To improve staff awareness of disability issues	Review training needs. Provide CPD for staff on specific disabilities to reflect current cohort utilising external partners where appropriate	Whole school community able to better support children with disability needs Compliance and adherence to policy and legislation	On-going	
To ensure that all policies consider disability access	Consider review of policies at school level and feedback to VTB on new policies being written	Policies reflect current legislation	On-going	
Physical Environment				
To continue to improve access to the school's physical environment	Complete audit of accessibility of school site (Governors and HoS) Suggested actions implemented as budget allows	Modifications made to the school building to support use by pupils, staff and visitors	By end 2027	
Accessible Car Parking	To review the car parking space available and improve facilities To consider installation of electronic gates	More car parking generated including a disabled bay Gates can be used without being a risk	By end 2025	

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		to people with disabilities		
Curriculum				
To continue to support CPD for all staff to meet the varying needs of children with SEND	Ensure that CPD given reflects every need presented on SEND register for all staff. Continue to review interventions to support children in accessing all aspects of the curriculum	Staff are all confident in supporting any pupil with an additional need. Curriculum is designed to support all learners	Ongoing	

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