

## 1. INTRODUCTORY STATEMENT

This Accessibility Plan has been drawn up to cover the period from 2022 to 2025. The plan is available in large print or other accessible format if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA).

Ropley CE Primary School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Ropley CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents and visitors.

## 2. DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995 (DDA): *'A person has a disability 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 carry out normal day to day activities.'*

## 3. KEY OBJECTIVES

To reduce and eliminate barriers to access to the curriculum and to fully participation in the school community for pupils and prospective pupils with a disability.

## 4. PRINCIPLES

Ropley CE Primary School is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

- Compliance with the DDA is consistent with the schools vision and equality policy and the operation of the school's SEND policy.
- The school recognises its duty under the DDA (as amended by the SENDA):
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an Accessibility Plan
- In performing their duties, Governors and Staff will have regard to the DRC Code of Practice (2002)

- The 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.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework which underpins 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
- Additionally, the school will apply the same principles to ensure accessibility is addressed for staff, parents, visitors and all users of the site.

## **5. CONTEXT**

The school comprises of one, single story building which has been extended over the years. The original building was constructed in 1869, with three further extensions added. There are no stairs and all floors are level.

There is a designated accessible toilet at the main entrance and a space available in the staff car park. In addition, there is also a toilet at the main entrance that has a bio-bidet installed. The main entrance is not automatic but is accessible using a ramp. The internal door is security controlled but this is accessible with a key fob to a wheelchair user and is also visible to the member of staff who works at the reception area. The reception area has dual counter heights to make it accessible to all. All external doors are accessible when using a standard ramp.

In our school, we have a number of pupils with Education, Health and Care Plans which include support for disabilities. The children's toilet cubicles are wide enough for use with a frame and a step if required.

## **6. SCHOOL ACTIVITIES**

We aim to remove any barriers that we find are making life more difficult for anyone with disabilities. These barriers may be lessened by making 'reasonable adjustments' to:

### **a. Education and related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all.
- Using internal and external assessment information, together with monitoring by staff, we are able to track and analyse the achievement of all our pupils.
- LSAs work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities.
- The SEND register is kept up to date by the Inclusion Leader and SENCo.

- There are appropriate and specific intervention programmes for pupils with SEND.
- Individual Education Plans (IEPs) and reviews are in place.
- Class files/Arbor have basic medical information for visiting/supply teachers.
- Advice is sought from appropriate outside agencies to provide staff with additional information when required.
- The review of policies in school is on-going.

**b. The Physical environment**

The school will take account of the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, and more accessible facilities and fittings.

- Ensuring all future adjustments to current buildings are DDA compliant.
- Denoting hazards for the visually impaired such as step nosings and clearly delineated markings on the flooring.
- Playtime and lunchtime support provided by LSAs.
- Flexibility of seating arrangements to suit need.

**c. The provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

- Newsletters to parents are available electronically, via email in PDF format, in which the font and size of print can be altered to suit and on the website which can be read by text readers.
- Most information is available electronically and can be converted to other appropriate formats.
- Visual timetables are displayed in classrooms.

## **7. WELCOMING AND PREPARING FOR DISABLED PUPILS**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has a statement of Special Educational Needs or an Educational Health and Care Plan (EHCP), the school will work with the Local Authority (LA) who makes and maintains the statement/EHCP to ensure that the identified provision is delivered in an appropriate manner. In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issue of confidentiality.

#### **8. MONITORING AND EVALUATION**

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set. There will be full and regular reviews to ensure effective long-term provision.

This policy is based on guidance from  
Hampshire County Council and links with their Accessibility Strategy

## ACCESSIBILITY AUDIT AND ACTION PLAN

Ropley CE Primary School has a three year plan in place which will ensure increased accessibility for children, parents and visitors. This plan reflects the schools' ethos of inclusion and desire to welcome children and adults who may have a disability. The accessibility plan should be read in conjunction with other plans and policies. Staff at the school will work closely with colleagues from other agencies, including Children's Services, SEND department, the Education Psychology Service, the plan will be particularly important in raising the awareness of responsibilities of staff and Governors. The accessibility plan identifies three areas: The physical environment; communication; the curriculum. The inclusion policy supports the plan.

	<b>Physical</b>	<b>Communications</b>	<b>Curriculum</b>	<b>Actions</b>
2022-2023	Review of space within school and access to school. Identify whether existing spaces could be further modified to meet the needs of SEND children and assisting adults; whether all children can get around the building safely; whether lighting, acoustics and furniture need to be further adjusted. Ensure any building works takes these issues into account.	Review current needs of children and parents. Audit additional needs of any new arrivals to school	Ensure the curriculum allows access for disabled children including the wider curriculum, school visits and residential. Review current curriculum policy to ensure that they do not discriminate against any groups. Review how far inclusion is integrated within the culture, policy and practice of the school. Look at teaching and learning, home learning, grouping of children and assessment arrangements.	
2023-2024	Improve access as necessary for essential curriculum areas including computing, library and music within the resources available. Review access to all and	Improve access to written communication and the delivery of information. Include advice on materials available and support services.	Ensure the curriculum is fully accessible for all children. Include IT equipment, enlarged photocopying, specialist furniture, portable aids etc.	

	from all doors throughout the site, lighting, toilets, signs and furniture.			
2024-2025	Review and monitor improvements made.	Ensure all information is accessible.	Ensure the curriculum is fully accessible to all children.	