



Policy Name: **Accessibility Plan 2023-2026**

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Further details and additional copies from: School Reception/Administration Office

Responsibility for dissemination to new staff: Headteacher

*Signed Headteacher* ..... *Date of Signature:* .....

*Signed Chair of Governors* ..... *Date of Signature*.....

**We are walking in the Footsteps of Jesus with Love Trust and Forgiveness**

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## **Our Mission and Aims**

At Romsey Abbey Church of England Primary we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others.

As a church school, we are shaped around our common values to, “walk in the footsteps of Jesus in love, trust and forgiveness”, and we are committed to shape our whole school life around these values and to make them a reality throughout the life of the school.

### **Our School Aims are to:**

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

## Purpose of Accessibility Plan

Under the Equality Act 2010 schools are required to have an Accessibility Plan. This document meets the requirements of Schedule 10 Of 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.

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 person faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher at Romsey Abbey Church of England Primary School. The plan will be monitored by the Headteacher and evaluated by the Full Governing Body. The current plan will be appended to this document.

At Romsey Abbey Church of England Primary we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally with love trust and forgiveness. This is further supported through our school Habits of Mind where all children develop the key life skills of curiosity, empathy, reflection, resilience, self-management, collaboration and creativity.

1) The Romsey Abbey Church of England Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objective, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Romsey Abbey Church of England Primary is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking

positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Romsey Abbey Church of England Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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 this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Romsey Abbey Church of England Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Equality Policy and Equality Information and Objectives
- Health & Safety Policy
- School Improvement Plan
- SEND Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. 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.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Full Governing Body.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Our Aims are:**

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

### **Current good practice**

We aim to find out about any disability or health condition that effects the pupil or the parent/carer in early communications.

#### Physical Environment

Children with disabilities are encouraged to participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access. We have daily lunch clubs and homework club twice a week.

#### Curriculum

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, all subjects for pupils with learning difficulties. Other issues affect the participation of children with disabilities, for example: peer relationships, the provision of personal care, the presence or lack of role models or images of disabled people. We invite role models with physical disabilities to present assemblies.

### **Access Audit**

The school is a two-storey building with wide corridors and several access points from outside. Classrooms are all on the ground floor with wide door access to most rooms. The hall is on the ground floor and is accessible to all. On-site car parking for staff and visitors includes disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted, except for classroom doors. There is a disabled toilet facility available by the Pre-School room. This is fitted with a handrail. The school has internal emergency signage and escape routes are clearly marked. PEEPS (personal emergency evacuation plans) are updated annually.

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. Progress towards the achievement in the action plan will be a standing agenda on Full Governing Body agendas.

### **Action Plan**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

**Aim 1: Increase the extent to which disabled pupils can participate in the school curriculum.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) To liaise with Pre Schools/County Council to review potential intake annually.	To identify who may need additional to or different from provision annually.	Summer Term	Early Years Team SENDCo	Procedures/equipment/ideas set in place by end of summer term ready for September Intake.
b) Further develop close liaison with parents.	Request information in advance of child starting school regarding any disabilities/additional needs, Head Teacher, Teacher and SENDCo to meet with parent and plan pupil / staff induction.	Ongoing throughout academic year	Head Teacher SENDCo All teachers and staff	Parents share information about any disabilities their child has.
c) To further develop close liaison with outside agencies for pupils with ongoing health needs.  <i>Eg children with severe asthma, epilepsy or mobility issues.</i>	The SENDCo to contact all agencies in September (annually) to review Health Care Plans or known health needs with relevant agencies and share key information with staff.  All details to be logged on CPOMS.	Ongoing on an annual basis.	SENDCo TAs Outside Agencies	All information and training is up to date.
d) Review progress of all SEN pupils at regular intervals.	Scrutiny of termly progress at Pupil Progress Meetings and SEN Strategy Meetings reported to Governors.  Regular liaison with parents 3 times a year minimum.  Interventions Monitored and set in line with information gained Pupil Progress Meetings.	Half Termly	Class Teacher SENDCo	Progress made is good.  Provision mapping shows clear interventions and is reviewed termly.
e) Use technology in order to increase access to the curriculum for children with a range of SEND needs	Improve the access and use of technology to support children with fine motor difficulties.  Use technology as an alternative method for recoding and assessing curriculum content.  Continue to use technology to support spelling and editing.	On going on an annual basis	SENDCo Teachers TA's	Progress made is good.

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services as far as is reasonably possible.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
a) Improve physical environment of school environment	The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings.	Ongoing	Leadership Team Governors	Pupils, staff and visitors are able to move around the school with ease unhindered by premises developments.
b) Ensure all with a disability are able to access our school.	<p>Create access plans for individual disabled children as part of EHCP process.</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and ensure they are met in the school and meetings.</p> <p>Include questions in the confidential pupil information questionnaire about parents' access needs.</p>	To be reviewed annually in the Summer term for parents and staff, termly for pupils.	Office Teaching and Non Teaching Staff	Reasonable requests for support are met.
c) Ensure that medical needs of all pupils are met fully within the capability of the school.	To meet with parents, liaise with external agencies, identifying training needs and develop individual EHCP when required.	With immediate effect to be constantly reviewed	SENDCo	All reasonably possible children's medical needs are appropriately met.



**Aim 3: To improve the delivery of information to disabled pupils and parents.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
a) Review children’s records ensuring school is aware of any disabilities for them or their parents.	Information collected about new children.  Records passed up to new class teacher as child moves through school.  Information to be recorded on CPOMS as part of New Pupil Induction.	Annually	Class Teacher TA’s	Every teacher and member of staff is aware of disabilities of children (and parents) in their class.
b) Ensure all children with ASD have access to the curriculum	Regular parental communication.  Individualised multi-sensory teaching strategies used for children with ASD.	On going	All staff to be aware.	Children with ASD able to access the curriculum at appropriate level.

## Further Information Sources

### Links to other policies/documents

Safeguarding Policy  
Health and Safety Policy  
Equalities Policy  
Equalities Information and Objectives

### Role Holders

Names of all Role holders specified in this document can be found on the school website:

<http://www.romseyabbey.school.co.uk/>

