

Netherleigh and Rossefield School

Accessibility Plan

February 2017 – January 2020

Introduction

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014. The Accessibility Plan will be resourced, implemented and reviewed as necessary and reported on annually.

Netherleigh and Rossefield School recognises its duty to:

- Not discriminate against disabled pupils in admissions and exclusions
- Ensure that there is no discrimination in provision of education and associated services
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Publish an accessibility plan

Netherleigh and Rossefield School aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- Seek support and advice from relevant services to ensure that we are making the environment and curriculum as accessible as possible

This plan will be regularly reviewed and updated every three years. This plan complements our SEND, Equal Opportunities, Safeguarding and First Aid, Medication & Chronic Illness Policies.

Definition of Disability under the Equality Act 2010 states that a person has a disability if: ***They have a long term physical and mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.***

Netherleigh and Rossefield School provides all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse needs of our pupils
- Overcoming potential and existing barriers to learning and assessment for individuals or groups of pupils

The three areas to be considered in the plan are how the school plans to:

- **Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum** – At Netherleigh and Rossefield School we organise specialist services such as Educational Psychology and Speech and Language support as required. We also receive regular support and advice from services to support any pupils who suffered from a hearing impairment. We liaise with appropriate health professionals from the NHS trusts when we need their support and advice. A ramp is provided in order to enable access to the Early Years Foundation Stage. We provide support staff and intervention groups in order to support pupils where needed, co-ordinated by our joint SENCOs.
- **Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school** - We take into account the needs of our pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments on site, such as improving access, appropriate facilities and acoustics, accessible fixtures and fittings etc. The layout of the building does present some difficulties, for example, access to part of the school (Ridge building) is via three flights of steps. It is possible to accommodate our present pupils' disabilities, but we will address each new case as it arises. Ramp access to the Early Years Foundation Stage (EYFS) has been provided and allows any physically disabled child or adult to access the school building. Ground floor toilet access is in place for EYFS pupils. Prospective parents are offered a full site tour which helps to inform the school's compatibility with the needs of the individual child.
- **Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled** - Netherleigh and Rossefield School will make itself aware of local services, including those provided by the Local Authority, for providing information in alternative formats when required or requested. We can also provide:
 - A range of coloured paper for writing
 - Coloured overlays for reading
 - School information translated into other languages, as appropriate.

- Bilingual staff (These colleagues and the respective languages are displayed when entering the school.)

Contextual Information

Netherleigh and Rossefield School is an inclusive school with a broad and diverse range of need.

Staff are well informed of the individual needs of children that they work with and regular training and CPD takes place in school to inform staff of different medical conditions and Special Educational Needs and Disabilities. Children with medical conditions have an up to date Care Plan which is agreed with parents/carers.

We hold regular review meetings for children with SEN or disabilities and meet with staff of other providers at transition time.

How appropriate is the current provision?

Through effective communication and relevant CPD staff are aware of the issues faced by our pupils and act to resolve them e.g. meeting individual's needs in lessons, appropriate resources etc.

Provision in an Emergency

We have regular evacuation practices for all children and staff. Individual needs are taken into account and when necessary any individual needs will be included on the child's provision map.

Targets for 2017-2020

Target	Strategies	Timescale	Success Criteria
External spaces are as accessible as possible.	Regular maintenance and safety checks, cleaning of outdoor equipment and staff made aware of any faults in equipment. Liaise with appropriate external agencies to advise on changes/adaptations that need to be made to equipment.	Ongoing	All outdoor areas are accessible and can be used.
To ensure that children with SEN and/or disabilities are included in lesson planning.	All staff to be aware of any additional needs that children have in their class/year group.	Ongoing	Children's needs are matched in lessons, they are making progress and provision/resources are in place to enable them to access the curriculum.

<p>To ensure written communication is clear for children/families with learning disabilities and visual impairment.</p>	<p>When appropriate:</p> <ul style="list-style-type: none"> • Enlarge font size, following recommendations from external agencies • Use simplified language • Ensure signage around the school is accessible • Assist our families with reading letters/filling in information • Utilise bilingual staff to support in the communication of important messages to parents. 	<p>Ongoing</p>	<p>Children and families are able to access the curriculum and information that they need.</p>
<p>To ensure that appropriate resources and access is provided for pupils with disabilities to enable learning.</p>	<ul style="list-style-type: none"> • Make sure children are able to move easily around the environment • Ensure that resources are in working order for any hearing impaired children eg batteries for hearing aids • Language is simplified and visual aids are in place for pupils with communication difficulties • Ensure that the ramp that enables access to the school building is well maintained and free from blockages or obstacles. 	<p>Ongoing</p>	<p>All children's needs are catered for and barriers to accessing a broad and balanced curriculum are removed.</p>