

Rose Wood Academy Accessibility Plan



Accessibility Plan

Vision and Values

Rose Wood Academy has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of academy life. The academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

Purpose of the Plan

This statement sets out the ways in which Rose Wood Academy provides access to education for students with a disability. **A person has a disability if:**

- ❖ they have a physical or mental impairment
- ❖ the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010) Rose Wood Academy's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Legal Background

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the [Department for Education \(DfE\) guidance for school Act 2010](#)

- ❖ **Accessibility is addressed under the following headings:** † Access to Buildings and Classrooms –
 - The building is mostly single storey building – although all entrances into the school grounds are accessible for all children and visitors - with no steps.
 - All doorways and entrances are accessible – there are no steps
- ❖ Curriculum Access
- ❖ Information for Students and Parents
- ❖ Admissions

Evacuation Procedures

Rose Wood will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

The Current Range of Disabilities within Rose Wood Academy

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, epilepsy, various different allergies, Hypermobility, medical needs, visual impairment and ADHD . When children enter school with specific disabilities, the school contacts the health professionals for assessments, support and guidance for the school and parents and where necessary risk assessments and Health Care plans are put into place.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Where appropriate staff are trained in meeting the medical needs of children in school such as how to use an Epi-pen for those children in school with nut allergies. We have a few children who receive daily medication for various different medical reasons. These children are witnessed taking their medication by two members of staff and a document is signed and countersigned to state when the child has taken the medication and that it was the correct stated dose. This file is kept in the main office area.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff in a central location for full information, it is kept in class shared files on the school network. We have competent First Aiders who hold current First Aid certificates.

Curriculum Access: Teaching, Learning and Assessment

Rose Wood will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Targets	Strategies	Success Criteria	Responsibility / Timescale
EQUALITY AND INCLUSION			
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation.	On-going
PHYSICAL ENVIRONMENT			
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults.	Audit of accessibility of school buildings and grounds by Governors. All access areas in school do not have any steps.	Modifications will be made to the school building to improve access where possible.	On-going
Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	All students and staff working with them are safe	All staff As required
CURRICULUM			
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed	Staff are able to enable all children to access the curriculum.	On-going.
To ensure that all children are able to access all out-of-school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.

To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Class Teacher SLT Annually.
WRITTEN/OTHER INFORMATION			
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or video conference or send home written information.	Parents are informed of children's progress.	Termly.
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, Dojo. Ensure all parents/carers are aware that the academy can provide	All parents/carers become aware of alternatives available and how these can be accessed	Ongoing
Curriculum adjustments ensure fair access for all.	Consider the needs of all students in the academy when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs	All students access fully the curriculum provided Structured conversations as appropriate with parents/carers.	As required in response to student need All staff
Ensure all students can access statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	All students can fully access statutory assessments	For all assessment series