



Accessibility Policy and Plan

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Review dates:

September 2020 Reviewed by Helen Channing

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Next review date: September 2025

Rationale

The purpose of this document is to show how Roseberry Academy aims to increase accessibility for children with a disability and adults working in and visiting the Academy. It complies with the Equalities Act 2010 and the Disabilities Act 1995. The Equality Act states that schools have a duty to make “reasonable adjustments” to make education and the setting accessible to all users and to make sure disabled students are not discriminated against.

Roseberry Academy is an accessible school as disabled pupils can take part fully in the school curriculum and the physical environment does not restrict the child from taking advantage of the education and experiences on offer. We aim to reduce and eliminate any possible barriers to learning and access to the curriculum for anyone with a disability.

This document aims to increase the access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act 1995 (DDA). (It also reflects The Equality Act 2010 which legally protects people from discrimination)

1. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and

information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents/carers and be made available within a reasonable timeframe.

The Equality Act 2010 states that:

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

Vision and Values

Our children get one chance at education with us. It is our job as professionals to nourish the diverse talents of our children. We need to be mindful of where each child begins their learning journey and what their previous life experiences have been and then set out to widen their horizons, develop their attitudes to learning and enable them to live life to the full. It is the job of the adults who work in school to foster intellectual, cultural, physical, moral, and spiritual development. This helps the children to develop values that will guide them through life. At Roseberry Academy we aim to do this in an environment where all children feel happy, safe and secure.

Roseberry Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

We aim to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents/carers and other stakeholders we continually look at ways to improve accessibility through parental discussions and pupil voice.

The context

The school, built in 1960 and 1970, has good physical access and the building is on one floor.

The physical features of the school are a strength as all parts of the school are accessible to disabled pupils, staff and visitors. There are dedicated parking bays in the car park for disabled staff and visitors and a disabled toilet and hygiene room in the Lower School building.

Access for pupils/adults to the building and all site users with disabilities is always given consideration.

Disabled pupils participate in all aspects of school life taking part in all off site activities and visits, school productions, after school clubs, team sports, P.E., music lessons, swimming, School Council and residential visits. We ensure through careful planning and risk assessments that children have equal opportunities to participate in every aspect of school life. When necessary, additional staff support is put in place to ensure full access and safety and where required, specialised transport will be arranged to accommodate wheelchair users.

The Current Range of Disabilities at Roseberry Academy

Roseberry Academy has recently accommodated / currently accommodates children with a range of disabilities and medical needs which include: Autistic Spectrum Disorder, Visual Impairments, Hearing Impairments, Speech, Language and Communication Needs, Coeliac, Epilepsy, Intestinal failure (nasal feeding tube, drainage bag, central line) and learning difficulties.

Procedures for planning support

Prior to a child starting school any specific adaptations where possible will be put in place to support the needs of the child and their specific disability. School will contact the relevant professionals and a Multi-Agency Meeting will be arranged with parents/carers to discuss the child's needs so that support can be planned and any adaptations to the building or curriculum can be made. It is very important that all agencies work together to plan the support using each person's professional skills, knowledge and experience for assessments. We always work closely with the child's parents/carers as they know and understand best how to meet their child's needs to ensure smooth and successful transition. Staff are trained annually by professionals specific to children's need so they can support children with complex medical conditions.

Some children who attend Roseberry Academy have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff via the Medical Register from Bromcom, which includes photographs of children. Kitchen staff have access to photographs of children who have food allergies and are happy to speak with parents to devise suitable menus for their children. Please note that special data is stored securely to meet GDPR requirements.

We have competent First Aiders (including Paediatric First Aiders) who hold current First Aid certificates and this is reviewed on a regular basis and a register kept in the school office.

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 MUST be filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded and witnessed by a second member of staff. A risk assessment and Personal Evacuation Plan (PEP) will be carried out for any child who needs to use a wheelchair in and around the building.

Similarly if a child has a broken limb, has a temporary or needs to wear a sling or boot within the school building, a risk assessment will also be carried out with the parents/carers and child. In both cases the child's safety is paramount and any risks to them or others need to be considered and procedures put in place before they can return to school. As far as possible a GP or medical professional should state that the child is fit to attend school with their injury. If a member of staff has an injury or illness they should also complete a risk assessment and have medical clearance stating that they are fit to return to work.

To ensure that any child with a visual impairment can access the environment safely, steps have high visibility paint to indicate where they are. Prior to starting school an

accessibility/mobility officer from the Educational Service for Visual Impairment (ESVI) will carry out an assessment of the environment for a particular child and any adaptations are put in place where needed.

ACCESS TO THE CURRICULUM

Disabled pupils can fully participate in the whole curriculum. We provide high quality teaching for all children to improve disabled pupils' access to the curriculum by using a variety of teaching strategies.

We ensure disabled pupils are fully inclusive in whole class and group work and the development of interactive skills eg Kagan groups. We deploy appropriate support staff with key skills to support disabled pupils to access the curriculum, develop independence and promote social interaction. We have a staff member currently undertaking British Sign Language training. British Sign Language basics are taught to children during REALtime and Celebrating Differences days are held throughout the year to celebrate diversity.

Access to the curriculum is enabled by making reasonable adjustments where possible and where reasonable. All children, wherever possible, should have access to a broad and balanced curriculum. This includes both the National Curriculum and any extra curricular opportunities. Any adaptations will be made to meet the needs of the child after a risk assessment and full consideration of their individual needs. This will be carried out in consultation with the child, parents/carers, other professionals and in the case of some extra-curricular activities the external provider.

All children including children with disabilities are encouraged to take part in learning beyond the classroom. This can include:

Sports - football, athletics, dance, gymnastics, swimming

Music - guitar, recorders, piano, ukulele, ocarina, choir

Outside visits, residentials, visits to the local environment and points of interest.

In order to meet a child's individual, additional or more complex needs a Graduated Approach document is devised to highlight any support needed and how it will be provided. This will include any specific resources needed or a piece of equipment that will ease their access to the curriculum. It will also highlight what helps the child to learn and how they prefer to learn. This also includes their views about how to help them best. This is reviewed with all involved with the child and, if at the point of transition, the next setting will also be involved to ensure continuity of provision. The main aims of the plan are to support the child so they can make progress academically and become more independent when accessing the curriculum.

Roseberry Academy works closely with the LA and outside agencies involved with pupils requiring additional support and with additional needs to ensure together we meet the needs of individuals.

Sometimes a child may have an Education Health and Care Plan which outlines the child's needs and what should be put in place to support their needs and ease their access to the curriculum. This could be a specific resource or piece of equipment. In such cases staff will receive training in how to use the equipment or use the resource eg visualiser, hearing loop, specific computer program or app

PHYSICAL ENVIRONMENT

Assessment of the physical environment of the school is undertaken to ensure that disabled pupils are able to take advantage of education, activities, facilities and

services provided without disadvantage. We ensure that the school environment meets the needs of disabled pupils wherever possible so they can access the curriculum:

Adaptations to the physical environment can include:

- Organisation and planning of the classroom structure eg furniture, seating arrangements to ensure smoother movement around the classroom and easier access to learning
- Individual support is also in place to assist pupils with physical access to their learning.
- All doorways are wide enough to enable wheelchair access.
- Children with a visual impairment are given extra time to become accustomed to their new environment. They will often use a multi-sensory approach to do this. They will often 'trail' their hands around the peripheries of the classrooms and around the building. They should be allowed to do this in order to feel comfortable.
- Children with a hearing impairment will be seated in an area with minimal noise distractions eg heaters and staff will be trained in the use of hearing aid equipment
- School will always work with external professionals and parents/carers and use their advice to ensure children with a disability have full access to the physical environment.
- Pen/pencil grips, thicker pencils/pens
- Slope boards
- Wobble cushions
- Trampoline
- Chew toys
- Adaptations to chairs or supports added
- Specific chairs purchased so ensure a child with a disability can sit comfortably with correct posture.
- The Haven – a special 'safe' place designed in July 2023 for children to access in order to regulate and de-stress

AVAILABILITY OF ACCESSIBLE INFORMATION

This involves ensuring that information is accessible to all and, if needed, adaptations made to ensure easier access.

Adaptations to the curriculum can include:

- Hearing loops/wires to ensure hearing impaired access sounds more clearly (provided by Hearing Impaired Service on a service level agreement when needed)
- Text size modified or font/paper colour altered for easier access for children with a visual impairment.
- Computers and computer software also ensures maximum access for visually impaired pupils. Use of iPads
- Children with specific reading and writing difficulties are given extra time/scribes in lessons and during testing
- Specific computer software programmes and computer equipment and personalised learning programmes assist pupils in meeting individual learning needs
- iPads/laptops to access writing packages for poor pencil control and fine motor difficulties
- Specialist support programmes

In the event of a full building evacuation

All children/adults will leave the building in the event of a fire alarm or building evacuation procedure. Any child using a wheelchair will have a specific evacuation plan which will be discussed with parents/carers and the child as part of their risk assessment. This will involve consulting with the Fire Service around safe evacuation and following agreed procedures under their guidance. All staff will be made aware of these procedures.

Where a child is mobile but has a disability or injury in the event of a full building evacuation, they should join the line at the back and be supported by an adult.

Views of Parent/carers and children

Views of children and parents/carers are collated:

- during Parents' Evenings
- at multi agency meeting reviews
- at Special Educational Needs and Disability Reviews
- school council meetings

The management of any incidents of bullying

Children at Roseberry Academy are very supportive, and caring towards any child with a disability and are very keen to help them. If any child is unhappy in school or is concerned that someone is being unkind to them they know they can talk to the adults in their class, the Family Mentor, Principal, Vice Principal or any other trusted adult in school. They trust that any incidents are dealt with quickly and efficiently. Any incidents are recorded on a central recording system, CPOMS, and Senior Leaders are informed.

Child Protection

Principal, Helen Channing, is the Designated Safeguarding Lead with responsibility for Safeguarding, Child Protection and Looked After Children. Vice Principal, Ruth Murton, is the Deputy Designated Safeguarding Lead.

Please refer to ELT/Roseberry Academy's Child Protection and Safeguarding Policy on our school website www.roseberryacademy.org for further information about child protection and safeguarding. We strongly and actively encourage children and adults to speak to school staff if they have any concerns about the care or welfare of any child.

Equalities

At Roseberry Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves.

Governors and staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Other documents linked to this policy:

Enquire Learning Trust Equality Policy

Roseberry Academy Behaviour and Anti-Bullying Policy

Roseberry Academy SEND Policy

Enquire Learning Trust Academy Supporting children with Medical Needs Policy

Policies can be found at www.roseberryacademy.org
 The Equalities Act 2010
www.gov.uk/guidance/equality-act-2010-guidance
 The Disability Discrimination Act 1995 (part iv Education)
<http://www.legislation.gov.uk/ukpga/1995/50/contents>

Date written: September 2017

This policy will be reviewed every two years or sooner if any new developments warrant a change in policy

ACCESSIBILITY PLAN (2023 - 2025)

The most recent audit of the physical environment of Roseberry Academy was carried out in September 2023 by Principal, Mrs Helen Channing.

A copy of the audit carried out may be requested from the Pincipal.

These are the key objectives of the plan that will be focused upon over the next two year cycle. A review of progress will be held at the end of each year with the key people involved.

ACCESS TO THE CURRICULUM	
Aim	To continue to increase attainment of all pupils across the school curriculum, enabling disabled children to achieve as well as their non-disabled peers
Action	<ul style="list-style-type: none"> • Access support of the Enquire Learning Trust SEND specialists to conduct a full review of Graduated Approaches and their desirable outcomes • Access specific professional development and training to support children with specific learning difficulties or physical needs, including how to adapt resources for children with specific reading difficulties and visual/hearing impairments and speech and language difficulties • Staff will be able to meet the needs of children with disabilities and differentiate accordingly to close the attainment gap between children with additional needs and their peers • SENDCo to offer support and advice, signposting to services and resources for parents to address needs of children with SEND (for example identifying barriers to learning, suggesting support at home and clearly defining what can be done and by whom to support the pupil), including sessions run by the Educational Psychologist
Staff responsible	Principal, SENDCo
Impact Review	Pupil Progress meetings (half termly for targeted children)
Success Criteria	Gaps in attainment between children with additional needs and their peers have closed, or are closing rapidly

PHYSICAL ENVIRONMENT	
Aim	To ensure all areas of the physical environment are accessible for children with disabilities
Action	<ul style="list-style-type: none"> • Ensure all signage is accessible to children and adults with visual impairment and that for those progressing to other parts of the building information is provided by signs, supported by tactile information such as a map or model and visual/audio clues for orientation • Ensure light levels in classrooms enable all children to see the whiteboard clearly – blinds to be fitted/updated in two classrooms • Continue to liaise with Grounds Maintenance to ensure that access routes to the wildlife area and art therapy room are accessible to children in wheelchairs • Consider how upper school toilets may be adapted should disabled access be needed
Staff responsible	Principal, SENDCo, Caretaker
Impact Review	September 2025
Success Criteria	All areas of the internal and external physical environment are accessible for children with disabilities

INFORMATION	
Aim	To ensure that information is accessible to all
Action	<ul style="list-style-type: none"> • Ensure all signage is accessible to children and adults with visual impairment and that for those progressing to other parts of the building information is provided by signs, supported by tactile information such as a map or model and visual/audio clues for orientation • Ensure lighting installation within the building takes into account the needs of people with visual disabilities • Ensure there is 'braille' and large print versions of information available for people with visual disabilities
Staff responsible	Principal, SENCo, Caretaker
Impact Review	September 2025 or sooner if needs arise
Success Criteria	Information is accessible to all