



RUSHEY GREEN PRIMARY SCHOOL

Accessibility Policy and Plan

PRINCIPLES AND OBJECTIVES

The SEN and Disability Act 2001 (SENDA) extended **The Disability Discrimination Act 1995 (DDA)** to cover education. The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The law makes it easier for school leaders and governors to understand their legal responsibilities and tackle inequalities in education.

It covers all aspects of school life to do with how the school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything the school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, the school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions;
- The way it provides education for pupils;
- How it provides pupils access to any benefit, facility or service;
- Excluding a pupil or subjecting them to any other detriment.

Since September 2002, the Governing Body has had three key duties towards pupils with special educational needs and disabilities (SEND), under Part 4 of the DDA:

- not to treat pupils with SEND less favourably for a reason related to their disability;
- to make reasonable adjustments for Pupils with SEND, so that they are not at a substantial disadvantage;
- to plan to increase access to education for pupils with SEND.

The Plan sets out the governors' proposals to increase access to education for pupils with SEND in the three areas required by the planning duties set out in the DDA:

- to increase access to the curriculum
- to improve the physical environment
- to make improvements in the provision of information

Rushey Green Primary school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against pupils with SEND in their admissions and exclusions, and provision of education and associated services
- not to treat pupils with SEND less favourably
- to take reasonable steps to avoid putting pupils with SEND at a substantial disadvantage

- To publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, which is scaffolded and adjusted to meet the needs of individual pupils and their preferred learning styles. We endorse the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' needs
- overcoming potential barriers for individuals and groups of pupils.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with SEND should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream primary school we cannot replicate the range of support and resources that specialist provisions can provide. However, the school has successfully supported pupils with a range of SEND - those with hearing and vision impairments, social communication differences, physical disability and learning differences of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out in line with the school's SEND Policy.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when an additional need develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from professional agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- changes to teaching and learning arrangements
- classroom organisation
- use of assistive technology
- timetabling

In conjunction with the SENDCO, teachers will assess a pupil's need for support. This will include both internal assessment procedures and external assessment such as those associated with National Curriculum Assessments.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting pupils with SEND. The school has an on-going program of professional development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing impairment and those with specific learning difficulties is carried out as required.

Pupils at Rushey Green Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and extra-curricular activities

- School visits

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's care plan or risk assessment.

The school's Health and Safety Policy lays down basic procedures for the safe, efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the risk assessment for the pupil.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

The areas considered in the action plan are:

To be aware of the access needs of pupils with SEND, staff, governors, parents and carers including access for parents/carers who have physical difficulties

- The school will continue to seek and follow the advice of professional agencies, and of appropriate health professionals.

Maintain safe access and evacuation for people with additional needs and disabilities

- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises
- The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

This Accessibility plan has been developed in consultation with the staff and governors of the school and covers the period from June 2022 - September 2025.

Management of the Plan

- The governors' Premises Committee will be responsible for the strategic direction of the School's Accessibility Plan.
- The governors' Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher and the SENDCO will be responsible for the plans day to day implementation.
- Progress of the plan's priorities will be reported to the premises committee regularly.

The Accessibility Policy and Plan is available on the website. Parents may request paper copies via the school office.

The following is an excerpt from the Rushey Green Admissions policy

WE ADMIT PUPILS TO THE SCHOOL ACCORDING TO THE POLICY AGREED BY LEWISHAM EDUCATION AUTHORITY FOR COMMUNITY PRIMARY SCHOOLS

1. The school has a maximum intake of 90 pupils in the reception year and is currently over subscribed

2. Places are offered in the following order:
 - Children in public care - also called looked after children (LAC)
 - Children who have an acute medical or social need
 - Applicants who have a brother or sister attending the school on the intended date of admission
 - Children who live closest to the school
3. For admission into Reception, the LA uses a measurement of home to school gate (front or back gate, whichever is nearer). All measurements are made with the same measuring gauge on a large-scale map.
4. For admission to Nursery, the school will apply the same criteria.

NB THERE IS NO AUTOMATIC TRANSFER FROM THE NURSERY TO THE SCHOOL

For more information on the Lewisham admission criteria please view:

<https://www.lewisham.gov.uk/myservices/education/schools/school-admission/applying-to-start-primary-school/Pages/Admissions-policy-for-community-primary-schools.aspx>

Accessibility Plan

Targets	Strategies	Timeframe	Responsibility	Success Criteria
To be aware of the access needs of pupils with SEND, staff, governors, parents and carers	a) Create care plans / risk assessments for individual pupils with SEND	As required	SENDCO/ Class teachers	Care plans/ risk assessments are in place for key pupils with SEND; all staff are aware of pupils' needs. Staff and governors are confident that their needs are met
	b) Ensure visitors and staff can access all relevant areas of school	ongoing	Headteacher/ Premises manager	Lifts available to first floor
	c) Issue an annual reminder to parents/carers through the newsletter to inform the school of any problems with access	annually	Headteacher/ Health and Safety committee	Continual monitoring to ensure any new needs are addressed
	d) Staff to share SEND information with volunteers and support staff to ensure continuity of care for the children	ongoing	SENDCO / Class teachers	Parents have full access to all areas of the school Volunteers are aware of the needs of all children with SEND
Ensure parents/carers/pupils with visual impairment have equal opportunity to access information from school	<ul style="list-style-type: none"> ● Check the condition of the yellow paint on the edges of the steps regularly ● Check exterior lighting is working ● Put black and yellow hazard tape at the ends of play equipment as required 	Ongoing	Facilities manager/ SENDCO/ Health & Safety Committee	People with vision impairments will feel safe in school grounds All information is accessible to parents/carers with vision impairments
Ensure adults and children, with physical needs in the building, can be safely evacuated	a) Ensure there is a Personal Emergency Evacuation Plan (PEEP) for all pupils with physical needs	daily		PEEPs in place All adults and pupils, with physical needs in the building, have safe, independent exits and are

	<ul style="list-style-type: none">b) Ensure all staff are aware of their responsibilities in the event of a fire drill or emergency evacuationc) Ensure that staff are aware of need to keep fire exits cleard) Provide training in manual handling			evacuated in line with the set procedure and in good time
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Targets	Strategies	Timeframe	Responsibility	Success Criteria
Ensure curriculum access for all children	<ul style="list-style-type: none"> • Continuous professional development (CPD) for all staff in quality first teaching and meeting the needs of pupils with additional needs • Development of ICT and assistive technology to support most curriculum areas • Reasonable adjustments made in the classroom e.g. workstations, visual supports, large print, 	Ongoing	SLT/SENDCO/ Class teachers	Pupils with SEND are fully supported and engaged throughout the school day
All school journeys and visits need to be accessible to all pupils as far as possible	<ul style="list-style-type: none"> • Risk assessment visits to be made for all school visits • Ensure venues and means of transport are vetted for suitability • Develop guidance on making trips accessible 	ongoing	EVC/SENDCO	<p>All pupils are able to access school visits (including residential visits) and take part in a range of activities</p> <p>Reasonable adjustments will be made to ensure that all pupils can access school visits</p>
Constant review of PE Curriculum	<ul style="list-style-type: none"> • Review PE curriculum to include disability sports • Review resources available within PE lessons 	ongoing	SENDCO & PE Coordinator	All pupil have access to physical education and are able to excel