Robertswood School
Accessibility Policy

Introduction
Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:
(a) He or she has a physical or mental impairment, and
(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 Head.

Purpose of Plan
This plan shows how Robertswood Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Areas of planning responsibilities
- Increasing access for disabled pupils to the school curriculum (this 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).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Current Range of known disabilities
The school has children with a range of disabilities to include moderate and specific learning disabilities.
We have a small number of pupils and parents who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum
Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Increasing access for disabled pupils to the school curriculum

Target	Strategies	Timescale	Responsibility	Success criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going as required	SENDCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	On-going as required	SENDCo	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCo	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

Improving access to the physical environment of the school

Target	Strategies	Timescale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP process when required	As required	SENDCO	EHCPs in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers			Parents have full access to all school activities
	Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Annually Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any Redesigning	As required	Head/ Governors/ Premises manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to reception area to all	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	Premises manager	Disabled parents/carers/ visitors feel welcome
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop a system to ensure all staff are aware of their responsibilities	Each Sept	SENDCO	
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with SENDCo on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	IT technician and SENDCo	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LEA hearing impaired unit on the appropriate equipment		LEA	All children have access to the equipment

Improving the delivery of written information to disabled pupils

Target	Strategies	Timescale	Responsibility	Success criteria
Review information to parents / carers to ensure it is accessible	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms	During Induction On-going	KS1/office School Office	All parents receive information in a form that they can access
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENDCo	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly ECHP review formats	On-going	SENDCo	Staff more aware of pupils preferred method of communications
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	On-going	Office	All can access information about the school

Review Date: February 2022

Agreed chair of premises _____ Date _____