



# Robertswood School Accessibility Policy

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

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

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

## 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
Curriculum progress is tracked for all pupils, including those with a disability	Progress tracked – strengths and considerations shared with staff	As required	Assessment Lead	Pupils make expected progress

## **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	During 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

## **Improve the delivery of information to pupils with a disability**

Target	Strategies	Timescale	Responsibility	Success criteria
Consider a range of communication methods to ensure information is accessible	. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul>	Ongoing	SENDCo	Communication is suitable to communicate messages
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

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Review Date: February 2025

Feb 2022 changes

- Various changes
  - Curriculum progress is tracked for all pupils, including those with a disability (page 2)
  - Consider a range of communication methods to ensure information is accessible (page 4)

Agreed chair of premises \_\_\_\_\_ Date \_\_\_\_\_