

Rosa Street Primary School



Rosa Street
Primary School

Accessibility Plan

Date Policy Adopted – May 2019

Review Date – May 2021

Head Teacher – Mrs. H Ashton

Governor – Katrina Bage

A member of Cleves Cross Learning Trust



1. Vision Statement

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 of 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 Teacher. At Rosa Street Primary School the Plan will be monitored by the Head Teacher and SENDCO and evaluated by the school and governing body.

At Rosa Street Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1. The Rosa Street Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority and consultations with pupils, parents, staff and governors. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. Rosa Street Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.
4. The Rosa Street Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
4. The Rosa Street Primary School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.
5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
6. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
7. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
8. The Accessibility Plan will be published on the school website.
9. The Accessibility Plan will be monitored through the School.

2. Aims and Objectives

Our Aims are:

- • To increase access to the curriculum for pupils with a disability
- • To improve and maintain access to the physical environment
- • To improve the delivery of written information to pupils

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey or parents' views, or in conjunction with our

termly Parents' Evenings.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. The hall and dining area are accessible to all. The main door into school is automatic and can be opened from inside the school reception to aid access into the building. Entrance into the main school is via a ramp. The main reception features a secure lobby with a low reception hatch which is fully accessible to wheelchair users. Access into the school can only be gained from inside the main reception or via staff key fobs. Disabled toilet facilities are available in the main school reception.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely to overcome any difficulties that may arise.

Our vision is one of a dynamic, well-resourced school, with clear and open communication, holistic in its approach, proactive in its attitude to change, striving to improve the standards of achievement and quality of life for its young people and their families, through an appropriate, inclusive, well-balanced and meaningful education. The school, as an essential part of the wider community, is committed to providing a totally integrated service for young people through the development of strong links with families, other service providers and schools, industry, business, churches, and charitable institutions. Rosa Street is a school where parents are partners, the governing body is active, expectations are high, learning is fun, and in a mutually supportive environment staff and young people are motivated to do their best.

Date of Implementation: May 2019

Date of Review: May 2021

Signed SENDCO: *K L. Harrison*

Signed Head Teacher:

Signed Governor:



Article 23 United Nations Convention Rights of the Child:

A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.