**Rode and Norton St Philip School Federation**

**Accessibility Plan 2023-2026**

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| **Date** | **Revision** | **Revision Date** |
| 05/12/2023 | 1.0 | 05/12/2026 |
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1. **Aims**

At Rode & Norton School Federation we pride ourselves in our inclusive culture and our commitment to providing full access to the life of our schools for all. As part of our integrated process of working to achieve equality of opportunity for all, this plan focuses on the removal of barriers for pupils and adults who have protected characteristics. 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 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 and adults to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to disabled pupils and adults
1. **Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Accessibility Plan is linked to our Equality Policy and together, these two documents seek to provide equitable access for all. This plan is available online on the school website, and paper copies are available upon request.

1. **Monitoring arrangements**

This Accessibility Plan is managed by the Headteacher who will report on progress to the Governing Board annually. This document will be reviewed every **3** years. Approval is delegated by the Governing Board to the Headteacher.

1. **Links with other policies and documents**

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

* 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
* Relationships for Learning Policy
* School Development Plan
* Asset Management Plans / Suitability Surveys
* Our Federation’s complaints procedure covers this accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
1. **Definitions**

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

1. **Partners and funding**

All actions will be carried out in consultation with the Physical Impairment and Medical Support Team Inclusion Somerset (accessibility Funding), SCC Area Building Surveyor (Additional Capital Funds), Bath & Wells Diocese (LCVAP) and SEND Team. Our ongoing source of funding is DFCG.

# Action plan

This action plan sets out the aims of our accessibility plan for RNSF in accordance with the Equality Act 2010.

| **Aim** | **Current good practice** | **Objectives** | **Actions** | **Person Responsible** | **Date to be completed** | **Success criteria** |
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|  | **1. Promoting curriculum access for disabled pupils and adults** |
| All out of school activities are planned to ensure the participation of the whole range of pupils | Access is restricted at after-school club linked to payment. Pupil premium children can use funding for clubs.Allergies are shared with outside agencies and nut-free snacks requested at all school and PTFA events. | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | Risk assessmentsPre-trip visits Regular written reviews | Education Visits CoordinatorTeaching Staff/ Trip leadersHead teacher | Ongoing.Formal review of trips introduced by Summer 2020.  | Regular review of trips and out of school activities. |
| School visits are made accessible to all pupils irrespective of attainment and impairment | 2023-26 Adaptations made for children to access school visits including higher adult/child ratio, wheelchair provided for child who had a broken leg. Child with cancer and child with diabetes accommodated at residential holiday in line with care plan. | All pupils have access to all school visits | Pre visit visitsRisk assessment ongoingRegular written reviews | Education Visits CoordinatorTeaching staff/ Trip leader  | OngoingAs above | All children access all visits |
| Classrooms and other settings are optimally organised to promote the participation and independence of all pupils |  CPD, on autism and ADHD. Accessible classroom organisation, displays and resources & appropriate teaching strategies to remove barriers e.g. * + Built in thinking time
	+ Pre-teaching
	+ Differentiation & adjustments
	+ Clear systems & routines
	+ Visual timetable & Now and next cards
	+ Use of Makaton
	+ AV1 robot

Specific changes for a child with SEMH ; breakout space provided, screens covered, sounds reduced, ear defenders in use. Private area for provided for child who needs insulin injection.Boundary lines taped to assist children with autism. | Lessons start on time, without the need to make adjustments to accommodate the needs of individuals | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Teaching Staff Head teacherSENCo | ongoing | Learning Walks-  |
| Training and awareness raising of disability issues for staff, governors, parents and pupils | ELSA training and supervision for 2 x staff.Autism Awareness specialist training. Diabetes training x 3 staff.EpiPen training for key staff on both sites. | Whole school community awareness of the issues relating to access within school.Understanding of differing needs and disabilities | SENCO to assess training needs & source appropriate training. | SENCO Headteacher | ongoing | Training recordsEvidence of parental participation |
| Pupils with disabilities can access ICT equipment if appropriate  | Range of IT equipment provided to meet current needs of children & staff | All children and adults can access the full range of ICT equipment available in school to support their learning | Audit of need: ICT equipment to meet needs.Specialist support from outside agencies  | Head teacherSEN CoordinatorIT Coordinator | ongoing | Children have access to ICT equipment to help them with the recording of their work |
| Pupils with disabilities can access all curriculum areas | We offer a differentiated curriculum for every child. Targets are set and progress tracked for all pupils including those with disabilities. Our curriculum is regularly reviewed to ensure it meets the needs of all pupils. Adaptations made to PE lessons & activities adjusted to accommodate a child with reduced mobility.  | All children can access the full range of curriculum opportunities | Audit of need as and when it arises. Specialist support from outside agencies | Head teacherSEN CoordinatorSubject coordinators Class Teachers | ongoing | All children can access a full curriculum whatever their needs and disabilities. |
|  | **3 Improving the physical environment of the school and its services** |
| Ensure that all pupils and staff can move around both schools without experiencing barriers.  | Individual PEEP (Personal Emergency Evacuation Plan) completed for children who need it even if on a temporary basis.Non-slip surfaces in toilets & entrance wayDoor handles painted different colour to doors.Handrails to Elmer Class inside & outEnvironmental audit for patterned surfaces and items that make sound to support an autistic child in 22/23. | All children and adults can access all parts of the school. NB Our NSP site provides many challenges to this aim. Alterations and adaptations will be made to room layouts & access when needs arise in partnership with Diocese.  | Carry out audit (Appendix 1) of need, when need arises. Carry out risk assessment when need arises.Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair accessPEEP completed for pupils in wheelchairs | Head teacherSENCO SBM | ongoing | All children and staff can access all areas which they need to access for teaching and learning |
| Ensure good acoustics in all classrooms for those with hearing impairment  | Assessment of the acoustic performance of teaching areas within Rode Methodist First School to support children with hearing impairment. Acoustic panels installed in classroom to reduce ambient noise.  | Ambient noise reduced in classrooms  | When need arises consider panels in Hall & BFG Classroom (see Acoustic Report) Assessment made at NSP should need arise.  | HeadteacherSENCO SBMFinance & Buildings Committee | ongoing | All children and staff can hear each other successfully in classrooms |
| Provide pathways to travel around the site. No areas in school only accessible by steps (with the exception of the Upstairs Classroom at NSP) – all areas ramped | Year 2 building fully accessible- ramped access All areas at Rode fully accessibleNew pathway installed on NSP filed with flat access to field and surface of Rode playground path improved. | All children and adults in wheelchairs can access all parts of the school | When need arises consider solutions to access problems from 1. Elmer Classroom to toilets
2. From Hall to Upstairs classroom

Reviewed annually (Appendix 1) Specialist support from outside agencies | Head teacherSENCoSBMFinance & Buildings Committee | ongoing | All areas are fully accessible to all pupils and staff |
| Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability  | PEEP completed for any children who require one.Specialist support from outside agenciesIdentified alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won’t be heard. Fire drills to prepare for actual event at different times of the day with all staff members. | Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils | Reviewed annually  | Head teacher All StaffSEN coordinator | ongoing | Record of Fire drill practicesFire Evacuation Plan monitored annually or as needs change |
|  | **4 Improving the quality of information for and about disabled pupils and adults** |
| Provide information in a range of formats, including website access | Specialist support from LA when needed.Translate button added to school website enable Ukrainian families access to information. | Information to be shared can be found on website and in a range of formats | Specialist resources and support from outside agencies ongoingInvestigate adaptations needed for website  | Head teacher SBM | ongoing  | Feedback indicates delivery of school information to parents/ carers /school community improved |
| Ensure that parents/ carers who have a disability can receive information and reports by an alternative method | Specialist support from LA when needed.Update SimsSeek the views of parents/ carers on preferred method of communication.Ensure all information is made available in a suitable format in a reasonable time e.g. translated into appropriate language, available in large print | All parents / carers have appropriate access to the information the school shares.Specific arrangements made to meet identified needs |  | Head teacher Admin Team | ongoing | Copies of information kept on file  |
| Create an accurate database of pupils, staff and parents / carers with identified disabilities | Specialist support from LA when neededUpdate Sims. Notes kept from Reception home visits and transferred to database. | Up to date database of needs within school | SIMS training Staff meetingUpdate SIMSPupils’ views survey | Headteacher Admin team SEN coordinator |  ongoing | Annual updates |

# Appendix 1: Accessibility audit- Please adapt to site under review &/or need

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| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Stairs/steps |  |  |  |  |
| Corridor access |  |  |  |  |
| Classrooms |  |  |  |  |
| Parking bays |  |  |  |  |
| Entrances |  |  |  |  |
| Ramps |  |  |  |  |
| Toilets |  |  |  |  |
| Reception area |  |  |  |  |
| Internal signage |  |  |  |  |
| Emergency Escape Routes |  |  |  |  |
| Etc….. |  |  |  |  |