Rode and Norton St Philip School Federation

Accessibility Plan

Version	Reviewed By	Date Approved	Approved by	Revision Date
1.0	Georgina Muxworthy	December 2023	FGB	December 2026
2.0	Georgina Muxworthy	November 2026	FGB	November 2029

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

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.

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.

3. 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.

4. 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.

5. 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, '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.

6. 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.

7. 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
	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 assessments Pre-trip visits Regular written reviews	Education Visits Coordinator Teaching Staff/ Trip leaders Head teacher	Ongoing.	Regular review of trips and out of school activities.

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School visits are made accessible to all pupils irrespective of attainment and impairment	2026-29 Adaptations made for children to access school visits including higher adult/child ratio. Children with higher needs and who have difficulty with social understanding are provided with 1:1 adult support to ensure safety and accessibility on all trips and residentials. To support children with severe nut allergies, every staff member is EpiPen trained and additional EpiPens will be taken on the trip. Staff make the receiving party aware of any allergies so adaptations can be made. All places where food may be present or used are appropriately risk assessed.	All pupils have access to all school visits	Pre visit visits Risk assessment ongoing Regular written reviews	Education Visits Coordinator Teaching staff/ Trip leader	Ongoing As 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 ○ AV1 robot – when needed ○ Specific changes for children with SEMH ; ○ breakout space provided, regulation activities provided, sounds reduced, ○ ear defenders in use.	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 teacher SENCo	ongoing	Learning Walks-

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	○ Sound boards used to support reduction of noise for SEND children. ○ Toileting plans are put in place to reduce anxiety for the youngest children. - Children with a recognised need can use chairs as an alternative to sitting on the carpet, and children also have access to wobble cushions to support accessibility of carpet time. - External spaces are optimised to allow regulation support for our SEMH learners - Soft-starts are also used to support children with more complex needs manage their anxiety and regulation. - Social stories used to assist children with autism.					
Training and awareness raising of disability issues for staff, governors, parents and pupils	ELSA training and supervision for 2 x staff. EpiPen training for key staff on both sites. Executive Functioning Training – all staff Working Memory training – all staff Art Therapy – SEND Staff Lego Therapy – SEND Staff EBSA – all staff	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 records Evidence of parental participation

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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 teacher SEN Coordinator IT 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 an adapted 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 teacher SEN Coordinator Subject 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 way Door handles painted different colour to doors. Handrails to Elmer Class inside & out Sound boards in Year 3 classroom at Rode.	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 access PEEP completed for pupils in wheelchairs	Head teacher SENCO SBM	ongoing	All children and staff can access all areas which they need to access for teaching and learning

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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.	Headteacher SENCO SBM Finance & 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 accessible Pathway installed on NSP field 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 teacher SENCo SBM Finance & 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 agencies Identified 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 Staff SEN coordinator	ongoing	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change

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	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 ongoing Investigate 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 Bromcom Seek 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 needed Update Bromcom. Notes kept from Reception home visits and transferred to database.	Up to date database of needs within school	Bromcom training Staff meeting Update Bromcom Pupils' views survey	Headteacher Admin team SEN coordinator	ongoing	Annual updates

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

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…..				