

**ROSSMERE PRIMARY SCHOOL**



2016 - 2019  
**ACCESSIBILITY PLAN**

Governors - Spring 2016

**Priority: To improve access to the curriculum for children and young people with disabilities.**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To increase the extent to which children and young people with disabilities can participate in the school curriculum including the wider curriculum and extra curricular activities.	To continue to provide ongoing advice and support to schools and services in order to:	The capacity of mainstream schools to meet the needs of children and young people with disabilities is increased.	Ongoing advice and support will ensure that school staff are trained in disability equality and have core competencies for working with disabled children.
	<i>a) promote inclusive practice within the National Curriculum framework;</i>	All pupils, whatever their need, will have opportunities to access the full range of curricular and extra curricular activities, as appropriate. Consequently, this will improve the outcomes for children with a disability.	
	<i>b) embed the Inclusion Development Programme into school practice;</i>		
	<i>c) ensure that all children and young people have access to the full range of extra and curricular activities.</i>		
	To develop systems for monitoring the outcomes for children and young people with disabilities.		

**Priority: To improve access to the physical environment for children and young people with disabilities.**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To further develop our strategic approach for improving access to the physical environment.	To ensure that further developments take into consideration the needs of pupils with SEND	Rossmere Primary School becomes more accessible to children and young people with disabilities.	Our school will ensure that school based services take into account the needs of disabled children.
	Ensure that Rossmere Primary School is accessible for children and young people with physical disabilities.	Improved facilities to meet the needs of children and young people with physical disabilities.	

**Priority: To improve access to the curriculum for children and young people with disabilities.**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To ensure that capital funding is closely linked to the Accessibility Strategy.	Capital funding will be allocated to:	Capital funded projects will reflect the strategic priorities within the School Improvement Plan as well as responding to the needs of individuals.	Accessible schools will ensure that school based services take into account the needs of disabled children.
	<i>a) Continue to improve access to the physical environment in our school for SEND pupils</i>	The Buildings and Grounds heading of the school budget will be used to allocate minor improvement priorities	

**Priority: Use Capital Funding to improve access to the Curriculum, Physical Environment & Access to Information**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To ensure Capital Funding takes into consideration the wider needs of all pupils including those with Disabilities and (or) SEN	Ensure capital funding is allocated to support SEND objectives.	<i>a) To provide accessible, stimulating, flexible and welcoming buildings that enhance everyone's learning experience</i>	School based services take into account the needs of disabled children.
To contact the LA for advice and to meet the needs of any new pupil admitted with SEND.		<i>b) To increase parental choice and promote the "fuller inclusion " agenda</i>	
		<i>c) To help raise achievement</i>	
		<i>d) To provide environments that support collaboration (sharing of facilities &amp; resources inc Special Schools)</i>	
		Creating flexible spaces to assist and support :	
		<i>a) The need for "quiet areas" to help with personalised learning</i>	
		<i>b) Adjustable spaces for a wide variety of learning, socialising and storage needs.</i>	
		<i>c) Enhanced ICT developments</i>	
		<i>d) Access to personal care facilities, toilets, hygiene rooms, thermal comfort, good acoustics, lighting etc</i>	
		<i>e) Spaces with visual contrast to help with orientation , way finding and signage</i>	
		<i>f) Safe, contained and accessible outdoor learning &amp; social spaces.</i>	

**Priority: Improving access to information.**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To increase the extent to which people with disabilities can access information.	Liaise with parents in the first instance to establish the needs of individual pupils and the provision required	Information will be received by parent/carer and LA on how to meet needs and to put provision in place.	Parents, young people and carers are receiving accurate and timely information.
Contact the LA for further advice.	LA to provide ongoing advice and support to school to ensure that disabled children and young people and their parents have access to information in appropriate formats.		

**Priority: Early identification.**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To ensure that planning for educational placements for children and young people with disabilities is undertaken at an early stage via a multi-agency approach.	To ensure that information is shared in order that:	That information on individual children and young people is shared across all agencies as early as possible in order to assist the planning processes.	Parents, young people and carers are receiving accurate and timely information.
	<i>a) adaptations can be planned and requests for auxiliary aids and services can be considered as early as possible.</i>		
	<i>b) Parents can be informed of their child's entitlement.</i>		

**Priority: Continued advice, support and training.**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To continue to raise awareness of statutory responsibilities on services, schools and Governing Bodies from the LA and DfE in relation to Disability Equality duties.	<i>a) Head Teacher, SENCO, Governors and all staff when appropriate, to attend training in relation to the SEN Framework and disability equality duties;</i>	More staff and governors are aware of their statutory responsibilities in relation to disability discrimination and accessibility planning, thereby improving the opportunities available to children and young people with disabilities.	The school will ensure that school based services take into account the needs of disabled children.
	<i>b) Training opportunities will include safe moving and handling techniques, child protection and other training linked to individual SEND</i>		
	<i>c) School to review documentation and further review any written guidance and support materials in appropriate formats in relation to SEND including risk assessments and access and arrangements in school for children with physical disabilities.</i>		

**Priority: Working with children and young people and their families.**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To encourage services and schools to actively engage with children and young people and their families in relation to their access needs.	<i>a) To ensure that Rossmere Primary School is compliant with statutory duties in relation to disability equality;</i>	<i>a) The needs of children and young people with disabilities will be identified as early as possible, thereby improving the transition arrangements amongst school phases.</i>	Disabled children are actively involved in drawing up School Disability Equality Schemes.
	<i>b) To ensure that staff in school receive training relating to SEND</i>	<i>b) High rate of parental satisfaction.</i>	
	<i>c) To involve the Parent Partnership Service and parent groups in the evaluation of the Accessibility Strategy.</i>	<i>c) Evidence that the Accessibility Strategy has had an impact on pupil attainment and achievement.</i>	
	<i>d) To publish examples of good practice.</i>		

**Priority: Involve Children & Young People with SEN and (or) Disabilities in the decision making process.**

<b>Objective</b>	<b>Key Activities</b>	<b>Intended Outcome</b>	<b>How the activity supports the Every Disabled Child Matters pledges</b>
To seek the views of children with SEN and (or) Disabilities in accordance with recommendations in the LA CYPP in relation to:	<i>a) Encourage all children with SEN and (or) Disabilities to participate in pupil voice groups as part of their own personal learning experience.</i>	Use Children & Young People's views to inform policy.	Disabled children and their families are involved in the planning and commissioning of services.
<i>a) Access (physical access around the school building</i>	<i>b) Seek the views of children and young people with SEN and(or) Disabilities to further improve provision.</i>		
<i>b) Curriculum (access to personalised learning &amp; all areas of the national curriculum)</i>			
<i>c) Access to Information.</i>			