



# Rogate CE Primary School

## Learn, Love, Grow



### Rogate CE Primary School Accessibility plan

*September 2016 - September 2018*

#### **Purpose of this Plan**

The 2010 Equality Act requires all schools to have an accessibility plan:

4.29 Schools must implement accessibility plans which are aimed at:

- \* increasing the extent to which disabled pupils can participate in the curriculum;
- \* improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- \* improving the availability of accessible information to disabled pupils.

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

Our aim as a Christian school is to care for every individual within our Learning Community. Therefore, the purpose of this plan is to ensure that we consider carefully how we can ensure that every person has the ability to access both the school in a physical way and the learning that is taking place.

#### **Definition of Disability**

The 2010 Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' However, within this plan we also consider pupils who may have some short term barriers to learning that can be addressed through targeted intervention in addition to pupils, staff, parents and governors who may have long-term disability.

#### **School Vision**

*Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.*  
(Timothy 4:12)

Guided by our Christian ethos, our vision is to create a safe, supportive and fun-filled environment where all of our children feel part of a dynamic, hardworking, learning community. Rogate is an exciting school where children will learn, where everyone is respected; where every individual is valued for their uniqueness and academic excellence is continually strived for. We aim to develop resilience, and a passion for learning, so our children experience success and become independent, inquisitive, motivated learners, ready to thrive, and contribute to society.



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This Accessibility Plan is a public document and as such is available on the school website and upon request from the school office.

The SLT and the Governing Body are responsible for internal monitoring of its execution while WSCC are responsible for external monitoring. Internal Monitoring of the plan may involve Learning Walks, Book Scrutiny, Planning Scrutiny, Lesson Observations and Pupil and Parent Conferencing. External monitoring may involve a presentation of evidence to a WSCC representative.

The plan has 3 main foci: accessibility of the physical environment of the school, accessibility of the curriculum, and accessibility to written information.

Staff working alongside pupils with disabilities or in need of intervention will receive the appropriate training in order that they might meet the pupil's specific needs to the best of their ability. In addition, the school will work alongside West Sussex, the Rother Valley Locality and any additional agencies in order to fully support both pupils and parents living with disability.

Approved: September 2016

Next review date: September 2018



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### Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
<b>Increase access to the curriculum for pupils with a disability</b>	<ul style="list-style-type: none"><li>• Appropriate and well-pitched interventions are currently running and data shows that they are contributing to narrowing the gap in particular areas for the majority of pupils.</li></ul>	<ul style="list-style-type: none"><li>➤ Interventions are monitored regularly and data analysis is used to identify effective and ineffective strategies for individual pupils.</li></ul>	Regularly observe interventions	SENDCO	ONGOING
	<ul style="list-style-type: none"><li>• Dyslexia-friendly resources such as reading rulers, coloured acetates and books are</li></ul>	<ul style="list-style-type: none"><li>➤ SEND provision maps are reviewed half termly.</li></ul>	Pupil progress meetings and staff meeting times to be utilized for professional discussion around data analysis and appropriate strategies.	Headteacher/ SENDCO	Half-Termly



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	<p>available across the school.</p> <ul style="list-style-type: none"> <li>• Currently in development: Changes to the planning format which highlight the provision and differentiation for pupils with SEND and those that are More Able.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Resources to support pupils with Dyslexia are available and utilized across the school</li> </ul>	<p>Order resources to support pupils with Dyslexia</p>	<p>SENDCO</p>	<p>January 2017</p>
	<ul style="list-style-type: none"> <li>• Interventions take place daily for all pupils identified as being at risk of not reaching end of term objectives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Changed planning format, which highlights the in-class differentiation for SEND and More Able pupils, is used by all teachers</li> </ul>	<p>Use of appropriate resources is monitored</p>	<p>SENDCO/ Headteacher</p>	<p>Ongoing</p>
		<ul style="list-style-type: none"> <li>➤ To produce clear intervention trails which clearly demonstrate the impact of the interventions undertaken and the reasons for changes to provision maps.</li> </ul>	<p>Make SEND class provision a focus for observation and scrutiny</p>	<p>Headteacher</p>	<p>Spring Term 2017</p>
			<p>Staff Meetings used to develop planning format and monitor whether effective</p>	<p>Headteacher</p>	<p>Spring Term 2017</p>
			<p>Book scrutiny to focus on provision in practice</p>	<p>All teaching staff</p>	<p>Ongoing</p>
			<p>Half-termly pupil progress meetings include an opportunity to review the progress journey of pupils in need of intervention and record decisions made moving forward.</p>	<p>SENDCO/ Headteacher</p>	<p>December 2017 then Ongoing</p>



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		<ul style="list-style-type: none"> <li>➤ Half-termly pupil progress meetings continue to take place which identify pupils of concern</li> </ul>		SENDCO/ Headteacher/Class Teachers	Half-Termly
<b>Improve and maintain access to the physical environment</b>	<ul style="list-style-type: none"> <li>• There is currently a ramped path through the school that allows for easy access for wheelchair bound pupils or adults.</li> <li>• Parents and Carers with mobility issues are able to park in the school car park with direct access to the entrance of the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ PEEPS (Personal Emergency Evacuation Plan) to be in place for all pupils with disability</li> </ul>	Write PEEPS for appropriate pupils	SENDCO	
		<ul style="list-style-type: none"> <li>➤ During any re-design width of doorways should be considered and accommodate wheelchair bound pupils, staff, parents, carers and governors</li> </ul>	Discuss possibility of changes to doorways and inclusion of lift on school site during PDP meeting with WS personnel.	Headteacher/ Premises Governor	24/01/17
		<ul style="list-style-type: none"> <li>➤ Lift to be considered in the entrance hallway to improve ease of access</li> </ul>			



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<b>Improve the delivery of written information to pupils</b>	<ul style="list-style-type: none"> <li>• The school can enlarge any hand-outs or task sheets for pupils where appropriate.</li> <li>• In development: As part of the development in planning and preparation for lessons, teachers are differentiating resources more carefully-ie pupils that cannot take in large amounts of information are given shorter pieces of information with differentiated word level.</li> <li>• In development: The school has recently acquired a fleet of Chrome books which allow teachers to share documents to pupils accounts. This allows for ease of access in 2 ways-the text or document can be enlarged or the text can be read to them if the pupil is using headphones.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils with visual impairment are on care plan list to ensure that all adults(including supply) are aware of needs</li> </ul>	Create new care plan list to include these pupils.	SENDCO	By February 2017 then regularly updated
		<ul style="list-style-type: none"> <li>➤ Clear differentiation is seen which supports pupils that may struggle to take in large amounts of information</li> </ul>	Staff Meetings on different and planning format to be held	Headteacher	Changes to planning and differentiation seen from October 2016. Then ongoing development.
		<ul style="list-style-type: none"> <li>➤ All texts used for reading lessons both in literacy and across the curriculum are differentiated</li> </ul>	<p>Staff used AR banding system to ensure the text level is appropriate for each group or individual</p> <p>Monitor reading materials to ensure clear differentiation is taking place</p>	Headteacher and Class Teachers	<p>September 2016 Staff receive training on testing pupils on AR diagnostic testing.</p> <p>October 2016 All pupils have a ZPD</p>
		<ul style="list-style-type: none"> <li>➤ Teachers feel confident to use Chrome books across the curriculum for a variety of purposes</li> </ul>	Further training to be delivered to staff on using Chrome books across the curriculum	Headteacher and External Trainer	Spring Term



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	<ul style="list-style-type: none"><li>➤ Pupils are confident in using chrome books to support their work and understanding</li></ul>	Lessons planned allowing pupils the opportunity to access the Chromes	Class Teachers	Ongoing
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### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Rogate CE Primary School is built over 2 floors due to its position on a hill. Therefore a double flight of stairs begins in the front entrance for access to the classrooms.	Potentially a lift could be installed in the entrance hall. This should be explored.	Headteacher/ Premises Governor	24.01.17
Corridor access	The corridors are reasonably wide and debris is kept to a minimum thanks to the introduction of lockers for every child.	N/A		
Lifts	There are currently no lifts in the school.	N/A		
Parking bays	There are sufficient parking bays in the car park for the staff and for those parents who may have difficulty walking from the recommended car park.	N/A		
Entrances	The front entrance is wide and allows wheelchairs and walkers through easily. There is a second entrance should someone with a wheelchair require access to the classrooms although this is a much longer route.	Explore the shortening of the route by introducing a lift.	Headteacher/ Premises Governor	24.01.17
Ramps	We have a tarmacked ramp and a paved ramp on the route to the back entrance which allows wheelchairs and people with walkers less challenging access.	N/A		
Toilets	There are currently girls and boys toilets off the main corridor. There are additional toilets in the R/1 classroom ensuring that younger children are not unattended. There are also additional toilets in	N/A		



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	the outside classroom which is currently the Year 6 classroom.			
Reception area	The reception area is large and allows for easy movement and access to the school office.	N/A		
Internal signage	<p>There are signs in the doors of the classrooms which identify the teachers working in these rooms. There are signs on the doors of the toilets. There is a sign identifying the library.</p> <p>There are also 'Fire Exit' signs in appropriate locations and fire extinguisher instructions and signs.</p> <p>The fire safety and evacuation procedure is on display in the main reception and in each classroom.</p>	Lower and enlarge the signs in order that all uses can read them	Site Supervisor	July 2017
Emergency escape routes	<p>All classrooms have at least one door leading directly outside.</p> <p>The outdoor classroom has 2.</p> <p>There is also an additional internal door for the three classrooms in the main building.</p> <p>The main exits are through the main reception area, through the doors onto the hard playground or through the fire doors located in the middle of the hall.</p> <p>There is also an additional exit through the staff room.</p>	N/A		