

Rosslyn Park Primary and Nursery School



Accessibility Policy and Plan

September 2024

Aims

Rosslyn Park is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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](#).

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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The [Special Educational Needs and Disability \(SEND\) Code of Practice 0 to 25 Years](#) (DfE, 2014) says children have a learning difficulty or disability if they:

have significantly greater difficulty in learning than the majority of children of the same age; or

have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and

are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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.

Schools are required under the Equality Act 2010 to have an accessibility plan. Rosslyn Park Accessibility Plan will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Accessibility Plan will be published on the school website.

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- School improvement plan
- Equalities
- Health and Safety
- Administering medicine policy

The Accessibility Plan is reviewed annually.
September 2024

Action plan part A- Improving physical access.

Priority	Lead	Action	Resources	Timescale	Outcomes
Maintain safe access to exterior of school site.	Site Manager	Ensure pathways are clear around the outside of school, paths gritted when needed.	Maintenance cost	Ongoing	People with disabilities can move, unhindered around the exterior of the school site.
Maintain safe access to exterior of school site.	Site Manager	Awareness of flooring, steps, furniture and layout in all areas.	Maintenance cost	Ongoing	People with disabilities can move safely around the interior of school.
Maintain disabled toilets and associated equipment	Head of Infant and Early Years	Keep designated toilets tidy, stocked with PPE, pads and wipes.	Cleaning PPE Changing equipment	Ongoing	Children with disabilities will be changed safely and with dignity.
Clear signage around school	Site Manager	Ensure signs clearly show easy access around the school site.	Cost of signs	Ongoing	Visitors aware of clear paths/access around school

Action Plan part B – Improving access to the curriculum.

Priority	Lead	Action	Resources	Timescale	Outcomes
Effective communication and engagement with parents.	SLT/SENCOs	Termly meetings/reports to parents. Termly review meetings for parents of SEN support children Annual reviews Coffee mornings	Time allocated	ongoing	Parents/carers fully informed about school's provision and children's progress in school. Parents have the knowledge to fully engage with their children's learning.

Training for staff on increasing access to the curriculum for all children and removing potential barriers.	SLT/SENCOs	Inclusive practice, autism and ADHD awareness, dyslexia, adaptations, trauma informed practice EpiPen and asthma training; intimate care policy and trained staff, CRB training; External agencies' training: the autism team, behaviour support team, SALT, OT, NHS Community training team;	Time allocated, TAs and office staff included	Ongoing and added to as required	Increased access to the curriculum. Needs of all learners met. Maintain records of staff trained.
Effective communications with nurseries and schools to provide a quality transition.	SDG EYFS Phase Lead SENDCOs	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	Teacher/SENDCo time	Ongoing	Transition for children from nurseries and other schools is child-centred and ensures appropriate resources and provision.
Effective use of resources to improve access to the curriculum.	SLT/SENCOs	Strategic deployment of support staff (in-class support, small groups, Enhanced provision, pastoral provision) Timetabled use of school's grounds and indoor space Educational resources Dyslexia resources Use of digital equipment Use of sensory equipment Appropriate use of specialist equipment	As required for individual pupils Cost	Ongoing	Barriers to learning are removed Inclusion for all Fulfilling learning potential Wellbeing

Adaptations to the curriculum and resources to meet the needs of individual learners	SLT/SENCOs	Individual learning plans Timetable adaptations Lesson planning adaptation	Time	Ongoing	Barriers to learning are removed Inclusion for all Fulfilling learning potential Wellbeing
Enrichment activities such as educational visits and residential, reward trips, sporting activities and after school clubs are planned to ensure reasonable adjustments are made to include a range of pupils.	SDG/SENCOs	Risk assessment Prior visits Adaptations – lengths, variety and access to the experience Request parents' support/presence Social stories	Equipment Additional staff Individual transport	Ongoing	Safe and enjoyable participation to the extracurricular for children with SEND
Use the TransformTrust Access Arrangement Protocol for summative assessments and have appropriate assessment system for children with SEND attainment and development level.	SDG/SENCOs	Termly reminders about the Trust Access Arrangement Protocol B-Squared administration, training and support Pupil progress meetings	Additional adults Cost for B-Squared Time	Ongoing	Children develop and maintain confidence and positive mental health Children's individual needs are met Children are offered the appropriate to their needs provision

Action Plan part C – Improve delivery of written information

Priority	Lead	Action	Resources	Timescale	Outcomes
Availability of written material in alternative formats	SLT/Business Manager	Information shared in a variety of ways and platforms (Dojo, e-mail, website) Information available in a different printed format and dyslexia friendly Information available in different languages (Google translate, Language village app) Office team supports parents who need further assistance with accessing school information	Printing Website	Ongoing	All parent/carers will be up to date and well informed about the school provision and their child's education