

RACKENFORD C of E PRIMARY SCHOOL

Accessibility Plan 2024 – 2027

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan 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

Vision and values

We strive to give all children in our care the best education possible underpinned by our school values and high expectations. It is our aim to meet the specific needs of all pupils through our Ordinarily Available Inclusive Provision (OAIIP). We will work to overcome potential barriers to learning in all aspects of school life.

Purpose of Plan

This plan shows how Rackenford C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities. While some pupils with English as an additional language (EAL) will also have special educational needs and/or disabilities, pupils will not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Rackenford C of E Primary School is one main Victorian building with extended spaces and one additional separate "hut" building. The main entrance to the school office, school hall and Classroom 1 is via the front door which has a ramp and is wide enough for a wheelchair. From the hall are two steps which lead to other parts of the school: a staff workroom/HoS office, classroom 2, access to 2 bathrooms and a disabled toilet. A set of stairs lead to the staff room and a store room. There is a door to the outside which is on the level. The kitchen and classrooms 3 and 4 are accessed via external doors which are on the level. Classrooms are light, bright and airy and well-organised. One classroom (currently set up as the library) has its own ensuite bathroom, though the classroom is smaller than the recommended dimensions. Each classroom has a sensory area. There is a multi-use sensory room which is used for weekly counselling sessions. This has a separate level entrance to the playground as well as a level access via Classroom 1. Distractions are kept to a minimum to support pupils with ADHD and those on the autistic spectrum. Maximum use is made of small spaces to provide calm, distraction-free zones where possible.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate, specific and complex learning disabilities alongside a high proportion of pupils with ASD. Although we do not currently have known wheelchair-dependent people using our site, our school is used by some small community groups. We will continue to look at ways to make our site wheelchair-friendly.

Increasing access for disabled pupils to the school curriculum.

Through self-review and continued professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. This will further improve our Ordinarily Available Inclusive Provision (OAIP). We aim to meet every child’s needs within mixed ability, inclusive classes.

Planning duty 1: Curriculum

Guidance:

HoS and SENDCo should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of pupils themselves or their parents/carers.

School Background

The school has a growing number of children either diagnosed with ASD or on the pathway for a diagnosis. The school has a significant number of children whose primary areas of need are Communication and Interaction. Some have Social Emotional Mental Health needs. RPS is a “Flexi-School”, supporting families who wish to home educate for part of the week. Our federation has access to a portable sound field system to support specific pupils with known hearing impairments, with support from advisory team provided as required. All staff have accessed some training led by the SENDCo on the use of the Graduated Response Toolkits from Devon Babcock LDP to support identification of SEND and classroom strategies. These are used and referred to as part of the school SEND process.

Improvements already made to enhance access to the curriculum

Staff work to support SEMH needs across the school. We have purchased specialist seating and other resources to support children with ADHD / movement needs. Through Early Help, we work with multi-agency colleagues to offer workshops and support for families. Bounce! is a local children’s mental health charity. Our school has a service level agreement (SLA) with Bounce! to provide therapy for pupils at the school.

| Target | Strategies | Time scale | Responsibility | Success Criteria |
|--|--------------------------------------|------------|------------------------|---|
| All staff understand our Ordinarily Available Inclusive Provision and work to improve it | Training delivered by HOS and SENDCo | 2024-2027 | SENDCo Leadership team | Staff make the QFT offer available to all |

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|--|--|-------------------------|-------------------------------|---|
| All staff understand the needs of pupils with ADHD / sensory or other movement needs. | Training delivered by SENDCo Set of non-negotiables created for staff to follow to enable them to meet the needs of all pupils. | Autumn 2024 and ongoing | SENDCo Leadership team | Staff plan for the needs of pupils with ADHD, sensory or movement needs to allow them greater access to the curriculum and improved engagement. |
| Effective speech and language provision in EYFS and across KS1 into KS2, with improved early identification and intervention | Purchase and use WELLCOMM assessment tool. Training of staff within EYFS and KS1 to develop language | ongoing | SENDCo and SALT specialist TA | Early identification of speech and language needs and interventions put in place. Pupils make progress with their speech and language. |
| Improved identification and provision for pupils who are dyslexic | Training for SENDCo on identification tools and possible resources Cascade training to staff around dyslexia Resources to support dyslexia in school and strategies used by staff to make dyslexia friendly classrooms | Spring 2023 and ongoing | SENDCo | Children will feel supported with different strategies for dyslexia Classrooms to be 'dyslexia-friendly zones'. |
| Improved access to residential trips for pupils with EHCPs and/or known disabilities who might normally not attend | Through discussions with parents, staff and providers, reasonable adjustments are made for pupils with significant needs to participate in agreed aspects of residential trips and visits. | ongoing | SENDCo and HoS | Pupils access to aspects of residential trips is increased with their needs met. Pupils feel included alongside their peers. |

Planning duty 2: Physical Environment

Guidance:

HoS and SENDCo should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of pupils themselves or their parents/carers.

School Background

There is good ramped / level access to all entrances to the school. There is a flight of stairs to access the staff room and music room. Access to the playground is suitable for all children. All pupils, parents and visitors can easily access all classrooms. All entrances to the classrooms are on the level. There is a plentiful carparking in the village with level access. The main entrance to the school is accessed via a slope. There is a sloped wheelchair access to the main school site entrance and the reception area. There is a hatch through to the school office. The "side" school site entrance is accessed via a

flight of stairs. In case of an emergency, procedures are put in place to ensure that all children and staff with disabilities can evacuate the building safely and promptly.

Improvements already made to enhance access to the physical environment

A calm club is provided at lunchtimes to enable pupils to eat and socialise in a quieter space.

| Target | Strategies | Timescale | Responsibility | Success criteria |
|---|---|-------------------------|----------------|--|
| Classrooms are ASD-friendly and ADHD friendly | Non negotiables are followed | Autumn 2024 and ongoing | SENDCo and HoS | The physical environment is not a distraction to pupils with ASD and meets the needs of those with ADHD. |
| Disabled toilets remain accessible to all | Disabled toilets are kept free from clutter | Autumn 2024 and ongoing | SENDCo and HoS | Disabled toilets are always easily accessible. |

Planning duty 3: Information

HoS and SENDCo should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of pupils themselves or their parents/carers.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

School Background

Rackenford C of E Primary school has pupils with a wide variety of SEND needs which impact upon their communication and the methods they need to support them in understanding information provided.

Improvements already made to enhance access to information

Support from the EAL and Devon advisory teams is accessed when required.
 Newsletters are emailed out to all parents (where possible) and the format has been developed to provide information in smaller chunks with a clearer layout. Our school's administrator works with specific families to support with information sharing between home and school.

| Targets | Strategies | Time scale | Responsibility | Success Criteria |
|--|---|-------------------------|-------------------------|--|
| All staff are aware of pupils who need information shared in a different format. | Provision map to share relevant information from professionals. Pupil passports created by teachers and SEND team to include specific information regarding communication strategies | Autumn 2024 and ongoing | SENDCo | All staff are aware of needs and can plan to meet these effectively |
| Learning materials provided in classrooms are targeted to meet individual needs where required | Training for all staff where needed Access to key programs to create resources – eg Widgit online | Autumn 2024 and ongoing | SENDCo and Team Leaders | Pupils' needs are met in a timely manner and teaching is adapted to meet their needs. Improved engagement in learning and progress. |
| Languages other than English to be visible in school. | Some welcome signs to be multi-lingual. | Ongoing | HoS | Confidence of parents to access their child's education. |
| Provide information in other formats for pupils, parents/carers who may have difficulty with hearing or language problems. | Access to translators, sign language interpreters to be considered and offered if possible. Support from advisory teams where needed Training for all staff so they know the basic signs to be able to communicate with all parents and pupils. | As required | SENDCo | Pupils and/or parents/carers feel supported and included. |

Monitoring and Review

Reviewed and updated November 2024

Next review December 2027