

Roskear Primary & Nursery School

Accessibility Plan



Last Update / Review	Spring 2024
Next Review date	Spring 2025
Is this policy statutory or non-statutory?	Statutory
Signature of Headteacher	
Signature of Chair of Approving Committee	

Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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 to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Principles

Compliance with the Equality Act 2010 is consistent with Roskear's aims and equal opportunities policy, and the operation of Roskear's SEND policy. Roskear School recognises its duty to:

- not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- liaise with parents to discuss the most suitable support for their child
- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish an Accessibility Plan.

Roskear Primary and Nursery School recognises and values parents/carers knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents/carers and child's right to confidentiality.

Roskear provides all pupils with a broad and balanced curriculum, and with adaptations, adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Curriculum – The Current Position

- Collaborative work with our local secondary schools. Annually, Senior staff including SENCo and Year 6 staff, meet with staff from secondary schools to share information ahead of transfer
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour).
- Ensuring that school visits and trips are accessible for all children
- Providing a range of after school clubs for those in need
- Developing staff knowledge & skills in supporting children with SEND

Priorities for 2024-2028

- To continue working with the local secondary schools on transition
- To encourage more pupils to access extra-curricular activities
- Roskear will continue to seek and follow the advice of services such as Educational Psychologists and Specialist Provisions, and of appropriate health professionals from the local NHS Trusts

Physical Access – The Current Position

- As the school building is on one level it is wheelchair accessible
- There are designated disabled bays in the car park
- The school has one disabled toilet
- Wall colours are neutral.
- Blinds are installed in all classrooms where sunlight glare is an issue
- Aim to discuss individual needs with all pupils and parents/carers on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate.

Priorities for 2024-28

- To consider installing visual fire alarms
- To consider the use of hearing loops in classrooms if acoustics cause issues for children with hearing impairments.
- To repaint disabled bays in car park
- To apply anti-slip step nosing to step between school and Pre-School
- Continue to develop online accessibility opportunities for members of the school community cannot access the school site.
- Continue to review teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

Provision of Information – The Current Position

- Visual timetables are produced for identified children
- Newsletters to parents/carers can be available in hard copy as well as electronically on the website in PDF format which can be read by text readers.
- Most information is available electronically and can be converted to other appropriate formats.
- The calendar of dates is available in a visual format on the school website

Priorities for 2024-28

- To run workshops across the course of a year, supporting parents/carers in understanding age appropriate teaching strategies that help them support their child's learning.
- Sign-posting parents/carers to resources and strategies to help support their child's learning as a need arises.
- Development of school website content and ease of navigation to facilitate parents/carers to support their children with their education in collaboration with the school.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Roskear Primary & Nursery Primary School Accessibility Plan 2022 - 2026			
Priority	Action	Planned Completion Date	Comments
Curriculum Access			
Med	Continue to develop staff knowledge and skills in supporting children with SEND. Staff aware of pupil's individual needs through the use of Assess, Plan, Do, Review and STAR plans	Ongoing via external and internal staff training	
Med	Year 6-Year 7 transition	Ongoing with secondary schools	Links with secondary schools in Cornwall
Med	To continue to offer accessible school events and trips to all our children. Carry out effective risk assessment and planning for off-site trips and visits to include accessibility references	In place and ongoing	
Med	Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)	In place and ongoing	
Low	Continue to provide a range of after school activities	In place and ongoing	
Low	Provide a range of resources to support learners with physical needs (visual, auditory, processing needs etc.)	In place and ongoing - resources always on site	

Physical Access			
Med	Consider installation of visual fire alarms for children who have a hearing impairment.	Consult with Crofty Mat Premises.	This will be assessed regularly and will be considered dependent on the needs of the children within the school.
Med	Consider use of hearing loops in classrooms where acoustics may make it more difficult for children with hearing impairments.	Consult with SENDCo / Cornwall CC advisor for hearing impairment as needs arise.	This will be assessed regularly and will be considered dependent on the needs of the children within the school.
High	To apply anti-slip step nosing to step between school and Pre-School	August 2025	
High	Repainting of disabled bays in school car park	August 2025	
Written Information Access			
Med	Supporting parents/carers in understanding age appropriate teaching strategies to help them support their child's learning. Develop website content to support parents/carers with children's learning and improve ease of navigation around the website.	Ongoing. Termly SEN review meetings for all children on School Support or with an EHCP. Discussions with the class teacher and the SENCO and with outside agencies as needed. Signposting given to resources. Website:	<i>Parent Workshops held</i> <i>Additional information added</i>
Low	Improve availability of written material in alternative forms Individualised visual timetables using objects of reference and/or pictures.	In place and ongoing	