



ROSEBROOK PRIMARY SCHOOL

Accessibility Plan

Updated:	November 17
Approved by Governors :	November 17
Next Review Date:	September 20

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the Equality Act 2010:

- ☐ not to treat disabled pupils less favourably for a reason related to their disability;
- ☐ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ☐ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ☐ increasing the extent to which disabled pupils can participate in the school curriculum;
- ☐ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ☐ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Aims of Rosebrook Primary School

- To meet the needs of every child so that they can achieve their intellectual, spiritual, moral, social and physical potential.
- To develop self-confidence so that children can successfully deal with significant life changes and challenges.
- To keep children safe in school and to teach them safe practices so that they are able to keep themselves safe both in and out of school.
- To promote good attendance.
- To achieve high educational standards
- To provide a broad-based curriculum which is stimulating, interesting and allows children to become independent learners.
- To help parents to support their children's learning
- To teach children to value and respect the beliefs, opinions and feelings of others.
- To promote a healthy physical and emotional lifestyle.
- To give children the key skills to contribute positively to their community.

Our mission is to ensure that pupils grow to their full potential as motivated learners in a caring supportive and inspirational community.

The vision and values held by the school are for all children including those who are disabled.

- The school has high expectations for its disabled pupils and helps them to reach their potential.
- The school sets suitable learning challenges
- The school responds to pupils' diverse learning needs
- The school aims to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The aims of the school were formulated by governors, staff and senior leaders working together. All stakeholders have ownership of the aims as evidenced by the recent OFSTED report.

The school has set the following priorities for the development of the vision and values that inform the plan:

- To raise achievement and standards for disabled pupils
- To involve the parents of disabled pupils in their learning
- To identify SEND children separately from underachieving children
- To further develop the understanding of the staff of the range of the needs of SEND pupils.
- To develop the provision in EYFS for children with Speech and Language difficulties

As Rosebrook School is totally accessible for disabled people because it is a new building, all the priorities of this plan are aimed towards learning and achievement rather than increasing physical access to the building.

1B: Information from pupil data and school audit

- 26% of the school population are on the SEND register with the largest group being MLD
- The school has a unit for children with ASD and there are also children with ASD and Speech and Language difficulties (SLCN) in mainstream classes so together these two groups make up 10% of the school population.
- No pupils have wheelchairs, 1% have a physical disability and 0.4% have hearing impairment.
- There are more children in EYFS and KS1 with ASD or SLCN and as these children move through the school this will impact on the profile of the class and have staffing implications.
- There is some evidence to show that more children with ASD or SLCN are being admitted into EYFS because of the good reputation of the school provision including the unit.
- A planned programme of CPD around SEND starting with training on ASD awareness has ensured that staff are knowledgeable and skilled in meeting the needs of SEND children.
- All SEND children are routinely included in all aspects of school life, albeit with enhanced support, so that the school is very inclusive (evidenced by OFSTED report 2012)

- SEND children's progress is tracked as a discrete group within the school tracking system and the recent OFSTED report highlighted some satisfactory to outstanding progress.

1C: Views of those consulted during the development of the plan

Stakeholders have been consulted on this plan through

- Pupil Survey, both school survey and the PASS survey which assesses attitude and level of participation.
- Parents survey which was devised by governors
- The school is represented on LA groups such as Heads of Additionally Resourced Provisions and the Complex Needs Partnership

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The recent OFSTED inspection has shown that all SEND pupils have access to the curriculum and the school makes good provision for this through including all SEND children on visits out of school and through planning. SEND children follow the same topic themes as their peers and they are encouraged to work collaboratively as well as independently.

All classteachers have the responsibility to ensure that their planning addresses the needs of the SEND children. Subject leaders also are responsible for ensuring that the provision for their subject meets the needs of SEND children. Subject leaders would routinely monitor this through planning scrutiny, lesson observations and looking at work in books.

The deployment of teaching assistants enables SEND children to have support to access all classroom activities to enable the children to achieve well across the curriculum.

SEND children have access to before and after school clubs, the only barrier is the children in the unit who are taxied to school are not able to stay after 3pm.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Rosebrook has been built to cater for the needs of all disabled adults and pupils. Particular equipment like posture packs and special pens and pencils are routinely provided through SEN budget.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

All account is taken of pupils' impairments so that all written information is in an accessible form. Many children with ASD and SLCN need visual support for learning such as visual timetables and prompt cards, these are routinely provided to children who need them.

3. Making it happen

3A: Management, coordination and implementation

- The governing body will consider the plan and if necessary revise and approve it
- The governing body will review the plan regularly, incorporating any further additions or changes through future consultation

3B: Getting hold of the school's plan

The school makes its accessibility plan available in the following ways:

On the school website

Hardcopy from the school office.