



Rauceby School Accessibility Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Rauceby School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include visual timetables, modified materials and further information for parents about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
 - To increase the extent to which staff are able to meet the needs of pupils with diverse disabilities and additional needs

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' sub-committees will ensure full consideration of accessibility. The Plan will be monitored through the Resources Committee of the Governing Body.

| Targets | Strategies | Timescale/Responsibilities | Success criteria |
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| To liaise with Pre-school/nursery providers/prospective parents in advanced of planned intake in September. | To identify any pupils who may need additional/alternative provision. | September each year. HT and EYFS leader. | Procedures/equipment in place for beginning of each academic year. |
| To review all statutory policies to ensure they reflect inclusive practice and procedure | To comply with Equality Act 2010 | Ongoing HT, SLT and subject leaders | All policies clearly reflect inclusive practice and procedures. |
| To establish close relationships with parents of pupils with a disability | To ensure full collaborative partnership between school and families. | Ongoing. HT and all staff. | Clear collaborative working approach. |
| To establish where appropriate close liaison with relevant outside agencies for pupils with ongoing requirements. eg children with mobility issues | To ensure full collaboration between all key personnel. | Ongoing. HT, all staff and outside agencies | Clear collaborative working approach. |
| To ensure full access to curriculum for all children | Classrooms organised to promote participation and independence of all pupils. Guidance sought from specialists (eg Hearing Impaired Service) in arranging classroom to | Ongoing HT,SEN team, all teaching staff | Increased access to national curriculum |

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| | <p>derive maximum benefit.</p> <p>A differentiated curriculum with alternatives offered</p> <p>A range of available support staff including suitably trained teaching assistants.</p> <p>Ensure all staff aware of and confident in use of SEN software, materials and support. Audit of SEN resources.</p> <p>Use of multi media to support curriculum delivery</p> <p>Use of interactive computing equipment.</p> <p>Use of adaptive written materials eg font size, print format</p> <p>Use of specific equipment sourced from occupational therapy where appropriate</p> <p>Consideration of additional time requirements in practical work understood and planned for.</p> | | |
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| Audit of pupil needs and staff training to meet those needs. | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. | All staff External support if needed. | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. |
| All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Review all out-of school provision to ensure compliance with legislation | All staff | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Increase in access to all school activities for all disabled pupils |
| School design for disabled pupils | All areas accessible to disabled pupils, Ensure school prioritises disabled access when planning rebuild/improvement works. All new buildings to be DDA compliant. | Ongoing. HT and FGB. | |
| Physical environment | Review school site, including playground, school garden, pond area, all paved areas to ensure all full access to disabled pupils and in particular ensure all uneven areas are rectified | Resources Committee | |

Reviewed by: HSS Committee (November 2015)

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Next Review: November 2016, Resources Committee