

**ROCKMOUNT PRIMARY SCHOOL**  
**Accessibility Plan**  
**Date: October 2023**  
**Review Date: October 2026**

Rockmount Primary School is committed to meeting the needs of all our pupils. We believe that all children have the right to an education which allows them, as an individual, to flourish and thrive. Our school policies outline the commitment of the staff and governors to ensure that equality of opportunity is available to all members of the school community. This means not simply treating everybody in the same way, but understanding and tackling the different barriers school members may face, as well as celebrating and valuing the achievements and strengths of all.

The Equality Act 2010 requires all schools to have an accessibility plan. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) 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.

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 additional support from adults or adjustments to premises.

## **Aims**

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, parents and carers

The Accessibility Plan is structured to complement and support the school's Equality Objectives and should be read in conjunction with the following school policies, strategies and documents:

- School Development Plan
- The Equalities Policy
- The SEND Policy
- Health and Safety Policy
- Educational Visits Policy
- Supporting Pupils with Medical Conditions
- Intimate Care Policy
- Behaviour Policy

- Accessibility Audit 2023

The School's Complaints Procedure covers the Accessibility Plan.

## **Current Good Practice**

Accessibility monitoring showed that the school is committed to making reasonable adjustments for individual pupils to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed. Current good practice across the three areas specified in the Equality Act 2010 are detailed below.

### **Increase the extent to which disabled pupils can participate in the schools' curriculum**

- Pupils with SEND (special educational needs or disabilities) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers
- Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the pupil and parents/carers about proposed flexible arrangements
- The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside of the classroom
- Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND)
- Teaching is adapted to meet 'next steps' and to allow all children to access learning
- Classrooms are organised to promote the participation and independence of all pupils
- Appropriate resources and equipment are being used to support individuals (e.g.: large print text, coloured overlays and filters, writing slopes, seat wedges, ear defenders, fidget toys and pencil grips)
- SEND paperwork is in place for children identified with SEND to provide individual learning plans, these are shared with parents / carers and the child
- The school works in collaboration with external agencies to ensure children can access learning and make good progress
- Health Care Plans are in place for children identified with medical needs. Staff are made aware of these and they are reviewed regularly

### **Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to be included in all areas of school life**

- The following adjustments are already in place:
  - Lifts
  - Ramps
  - Small, quiet and calm learning spaces
  - Disabled toilets with handrails
  - Features that improve acoustics
  - Customised furniture and/or equipment

- Specialist resources, including digital technologies
- Automatic doors
- Wheelchair access
- Disabled parking
- Easy access for taxis/other transport
- Classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, and high frequency lighting
- Blinds and curtains in classrooms to reduce glare
- Access to low vision aids
- Regular and frequent access to specialist support
- In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits

### **Improve the delivery of information to disabled pupils, parents and carers**

- Staff consider the needs of each SEND pupil and provide accessible learning resources for them
- The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils; visual and audio information is now as common as written information
- In addition, the school makes the following available as appropriate:
  - Differentiated resources with particular attention to reading age, plain English, images and layout
  - Laptops and other digital technologies
  - Coloured overlays for text
  - Tactile resources
  - Readers and/or scribes in exams, where appropriate
- Our website is up to date with information available to parents/carers
- Translation of the website is available in many languages to support families
- School signage clearly outlines where access points and exits points are including disabled signs and disabled toilets

### **Action Plan**

#### **Aims:**

- The school's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions
- All pupils will have access to appropriate teaching and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future
- To ensure all disabled pupils are fully involved in school life and are making at least expected progress
- To identifying barriers to participation and find practical solutions to overcoming these

- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils

The table below sets out suggested recommendations from the external audit. They cover a three-year period but will be reviewed and adjusted on an annual basis.

Priority area	Strategies	Who	Timescale	Success criteria/Evidence	Progress/review
To ensure the school has robust target setting, tracking and monitoring systems for all pupils	<p>Embed new Provision Mapping software to enhance robust tracking of data for pupils</p> <p>Staff meetings held to model use of tracking systems and use of specific assessment methods to make accurate judgements</p>	Senior Leaders, SENCOs	2024	Data can be easily presented to show specific progress of SEND pupils and next steps can be identified and planned for	
To further develop accessibility for disabled members of the school community	<p>Place a sign at the entrance to the car park giving the direction to the accessible car parking bay</p> <p>Check that all stairs have 2 handrails and install where necessary. Install B.S. compliant handrails to</p>	<p>Site manager</p> <p>Site manager</p>	<p>2024</p> <p>2024</p>	<p>The disabled parking facilities will be clearly signposted, including a sign at the entrance and a marked out parking bay.</p> <p>Handrails are installed as necessary and are painted in a contrasting colour to the walls</p>	Disabled bay is accurate marked and signage for the bay is evident within the car park

	the missing sides. They need to be 50mm diameter and should be located 1000mm above the risers. They need to extend 300mm at the top and bottom of the steps				
To ensure that the facilities at Reception are accessible to all visitors	Provide a seat with arms in the reception area	School business manager	2023		
	Provide either signage or instructions from the reception area to the visitor's accessible toilet	Site Manager	2023	The Reception area will be more easily accessible	
	Provide clear signage next to intercom to alert visitors	Site Manager	2023	Signage will indicate what facilities are available	
To ensure that the relevant members of staff are aware of the procedures in an emergency should the lift break down	Ensure that relevant staff are trained in emergency release procedures if lifts break down	Health and Safety lead	2023	The relevant staff members are trained in the relevant emergency lift release procedures.	

To maintain safe access to toilet facilities for all	<p>All toilets to be fitted with mirrors, coat hooks and shelf for belongings at an accessible height</p> <p>Check all accessible toilets have grab bar on back of door</p> <p>Additional signage for accessible toilet in Reception area</p> <p>Flashing fire alarms for deaf users to be installed over time</p> <p><b>Error! Reference source not found.</b></p> <p>Provide training so that staff will know how to respond to an activation of the emergency beacon</p>	<p>Site manager</p> <p>Health and Safety Lead</p>	<p>2024</p> <p>2023</p>	<p>All toilet facilities will be correctly signposted and fittings will be clear and accessible to all</p> <p>All office staff members and the site manager are trained to know how to respond to an activation of the emergency beacon.</p>	<p>Most accessible toilets have the relevant facilities. Any others will be updated as soon as possible.</p>

To ensure that all internal signage is accessible.	Replace any signs in uppercase into lower case as they are difficult to read for a person with learning difficulties	Site manager	2024	Internal Signage will appear in lowercase	
To ensure door usage is accessible for all <b>Error! Reference source not found.</b>	Handles which do not contrast in colour to the door should either be changed or painted to a different colour <b>Error! Reference source not found.</b>	Site manager	2024	Handles on external doors will be painted in a contrasting colour to the door	
To continue to ensure that furniture and teaching equipment is suitable for all.	Provide at least one high backed chair in staffroom.	School Business Manager	2023	Furniture and teaching equipment will continue to be suitable for all, along with the addition of new seating with arms in the staffroom.	