

Accessibility Plan 2016 - 2018

The school has prepared a three year Accessibility Plan in order to: a) increase the extent to which disabled pupils can participate in the school's curriculum; b) improve the physical environment of the school for the purpose of increasing the extent to which disabled children are able to take advantage of education and benefits, facilities or services provided or offered by the school; and c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. We recognize our need to allocate adequate resources to implementation of the plan.

We do not treat disabled pupils less favourably, and we will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

According to the Disability Discrimination Act 1995 (DDA) 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'. This includes pupils with significantly greater difficulty in learning than the majority of children of his or her age, or a disability that means that a pupil cannot make full use of the general educational facilities provided for pupils of their age.

Our Special Educational Needs Coordinator (SENCO), Rob Dell, is consulted when in devising this plan, and ensures that consideration is given to the needs of specific children.

Prior to any child starting at Rosemary Works School, we liaise with their parents and carers to identify any additional needs the child may have, and to ensure we provide the right care for their needs, so that they can be fully included in the life of the school. Where necessary we draw on the expertise of external agencies to provide specialist advice and support.

	Issue	Action	People/ Resource s	Timesca le	Success Criteria	Monitoring Method
	Availability of written materials in alternative formats.	School makes itself aware of the services available through the local authority for converting written information into other formats	Rob Dell	Ongoing	School can ensure those who need get written info in alternative formats.	Rob Administrator
	Ensure that all school trips are accessible for pupils with learning or physical disabilities	Teachers to consider their pupils' needs when planning outings and liaise with the external organization	Teachers & Out of School Club Staff	Ongoing	All aspects of school life are accessible for all pupils	Teachers Rob Out of School staff.
	Children's toilets currently not accessible to children in wheelchairs	Consider viability of installing child size disabled toilets downstairs when	Board		Children's toileting needs are met	Board
	No external indication of how to get wheelchair access to the building.	Order and install sign to be fixed to entrance door, showing way to blue gate	Alannah Alex £50	Done	Wheelchair users can access school easily	
	No access to first floor for wheelchair users	Consider installation of lift from ground floor. If not costs effective look at alternatives eg. Can a year group be moved to a ground floor classroom if there is a child in a wheel chair?	Board	Ongoing	Wheelchair users can engage in their child's school life.	
	Wheelchair using parents or carers may not be able to	Where necessary, teachers or TAs to greet the child downstairs.	Rob	Ongoing		

	accompany their child to the classroom.	Parents evenings and appointments etc to be conducted on the first floor. Consideration should also be given to reserving space for wheelchair users at school productions.				
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Audit of Current Provision

1	Portable ramps to allow wheelchair access to un-accessible areas of ground floor.	Visitors to the school can gain easy access			
2	Ground floor adult toilet opened up to fit wheelchair. Handrail installed	Visitors to school can make use of toilet			
3	Upstairs boys' toilet has handrail installed	Support for disabled children			
4.	Hall stairs have additional handrail at lower level	People can easily reach and support himself			
5.	Fire Risk Assessment	Specifically considers needs of disabled students to ensure suitable evacuation arrangements are made.			
6	Steps from Upstairs classroom to balcony have handrail	Disabled children can make use of outside balcony space			
7	All application forms have a space to inform the school of allergies, illnesses or medical conditions.	Prior to child starting school, parents will be contacted about anything they raise here, so that the school in partnership with the parents, can devise a plan to ensure the child can take part fully in the life of the school			
8	Head & teachers consider SEN in all pupils when planning lessons and preparing IEPs. AS part of this they consider obstacles to children's full engagement in school life, and draw on all internal and external resources and services appropriate.	SEN do not serve as an obstacle to children's learning. The head ensures that resources are sought, such as software supporting learning needs, hearing or vision impairments etc.			

Reviewed by Jacqueline Logue
necessary)

October 2017

Review Date: September 2019 (or earlier if

Policy ratified by Board on (date).....

Signed by Nick Smedley (Chair).....