



**Rowley Park**  
Primary Academy

## Accessibility Plan

Updated: September 2017

## **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 DDA:

- 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; and
- 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; and
- 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. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **1. Starting points**

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

##### **School Values**

Rowley Park Academy (RPA) has a positive and inclusive approach to meeting the needs of all of our pupils, including those with disabilities. Staff at RPA collaborated to identify the key values which underpin our work with all of the pupils in our school:

- culture of creativity,
- leadership for all,
- insist on excellence, and
- contribute to our community.

At RPA every teacher is responsible for teaching all of the children in his/her class; including those with disabilities. It is our vision that all children are provided with high quality learning experiences that prepare them for life beyond school, enabling them to make a positive contribution to the world in which we live. We believe children learn best when lessons are fun, practical and challenging.

At RPA we recognise that all children are unique and we aim to cater for, and celebrate, this diversity. We believe all children, including those with disabilities, have the right to be part of our school community, to develop secure relationships here, to feel a sense of belonging and to enjoy and achieve here. We firmly believe that all children have the right to be educated within their local community. We intend to provide a school where the needs of individual learners are met promptly, and where staff feel well-equipped to meet this diverse range of needs.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Strive to achieve high standards in all areas of the curriculum.
- Nurture an awareness of the need for a healthy lifestyle.
- Provide a safe and secure learning environment for all pupils.
- Provide opportunities for everyone to make a positive contribution to the community and the wider world.
- Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and have positive self-esteem.
- Ensure that pupils understand social responsibilities within the wider community, know their boundaries, and are mutually respectful.
- Celebrate achievement as well as attainment of all pupils.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

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

- To revisit and update our values and vision annually.
- To provide appropriate induction and training for all new staff.
- To ensure that staff have received the appropriate training to support pupils' individual needs.

### **1B: Information from pupil data and school audit**

School Characteristics:

Category	School Characteristics – September 2017
FSM	36%
SEN	10.2%
EAL	5.6%
Attendance	94.5% (2016/17 academic year)
Ethnicity	86.6% are White British

RPA is smaller than the average school, with 179 pupils on roll. Occupancy rates remain low (179 on roll) although this has increased rapidly since being sponsored (138 on roll). The academy includes full-time nursery provision and additional care for nursery-aged children in the afternoon. It is situated in an area of high deprivation. The proportion of pupils who are known to be eligible for free school meals, and for whom the school receives the pupil premium is high (36%). Most pupils (96.6%) come from white British families. The proportion of pupils who are disabled or have special educational needs has reduced and is below the national average (10.2%).

Since RPA opened there have been no permanent exclusions, and the number of fixed term exclusions has reduced significantly.

### Disabled Pupil Presence, Participation and Achievement

An Education Welfare Officer is employed to work at RPA for one and a half days per week, she monitors the attendance of all pupils including those with a disability and acts accordingly if concerns arise.

Access to the curriculum is ensured by teachers planning carefully to meet the needs of all pupils within their classrooms. The progress of each individual pupil is monitored through the half-termly Pupil Progress meetings, and any additional support that is required is planned accordingly. Pupils who have a special educational need or disability have their own Pupil Profile or Care Plan which is reviewed every term in school, parents are also invited to contribute to this review.

RPA has an inclusive ethos. Children throughout school are very accepting and include children with disabilities in their play and social activities.

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

The views of children with disabilities, parents and school staff were taken into consideration during development of this plan. The following issue was raised:

- Limited after school provision.

The school has set the following priorities in respect of consultation on the plan:

- Increase after-school provision.
- Continue to consult with parents and pupils through Pupil Profile and Care Plan review meetings.
- Continue to monitor the attendance of pupils with disabilities.

## 2 The main priorities in the school's plan

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

Our vision is for RPA to be a fully inclusive school with equal opportunities for all. High quality teaching and learning for all is a priority. The Educational Psychologist / SENCo supports staff with planning provision for children disabilities to ensure they are enjoying and achieving through the provision of good quality support and opportunities.

RPA's School Development Plan details our priorities in this area.

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

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

The recent physical access audit undertaken in the school has identified the following areas for improvement:

- Disabled toilet.
- Level the uneven corridor in Key Stage One.

- Enable access to the ICT suite which is upstairs.

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

As part of our ongoing monitoring of provision, the school will look at all information provided in writing to pupils. This includes:

- Homework.
- Worksheets.
- Teacher feedback and marking of work.
- Notices.
- Tests and assessments.
- Whiteboards.

The school has set the following priorities for providing information for disabled pupils:

- Training from support services as appropriate on availability and use of different formats (e.g. audio taping, symbols, large print, Makaton)
- Exploring ICT solutions to information access with appropriate support services e.g. talking tins, speaking areas on our Learning Platform, the use of devices.

## **3 Making It Happen**

### **3A Management, coordination and implementation**

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply knowledge in their own area of responsibility: the head teacher, senior staff, class teachers, teaching assistants, lunchtime staff, premises manager, administrative staff and governors themselves.

The monitoring of this plan will be carried out by the head teacher and the governing body in accordance with its other monitoring responsibilities. The head teacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school.

The impact of this plan will be reviewed and judged against the following outcomes:

- Increased confidence of staff in differentiating the curriculum for disabled pupils.
- Continued parental satisfaction with the arrangements made.
- Improvements in the physical environment of the school.
- Disabled pupils being fully involved in school life.

The School has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Identify available funding to increase access.
- Co-ordinate plan with other plans and policies.
- Implement effective monitoring and evaluation of the plan.

### **3B Access to the school's plan**

We intend to make the school's plan easily understood, and readily available. We have tried to keep jargon and acronyms to a minimum. The plan will be made available on the school website and from the school office. On request we will also endeavour to provide the plan in a variety of formats e.g. audio, extra-large print, on different coloured paper.

**ROWLEY PARK PRIMARY ACADEMY**  
**ACCESSIBILITY PLAN 2017 – 2018**

Section	Targets	Strategies	Outcome
1A	To revisit and update our values and vision annually.	Revisit during INSET day/PDM.	Staff share an inclusive vision and values.
	To provide appropriate induction and training for all new staff.	New staff to meet with Phase Leaders to discuss Accessibility Plan.	Staff share an inclusive vision and values.
	To ensure that staff have received the appropriate training to support pupils' individual needs.	EP/SENCo to provide or access appropriate support and training.	Pupils have their individual needs met.
1C	Increase after school provision.	Explore options available from providers of afterschool clubs.	All children, including those with disabilities, can access after school provision.
	Continue to consult with parents and pupils through Care Plan and Pupil Profile review meetings.	Review meetings to be held termly with pupils, and also offered to parents termly.	Individual needs of pupils are known and met.
	Continue to monitor the attendance of pupils with disabilities.	EWO to monitor the attendance of all pupils.	All children have good levels of attendance and therefore access all of the opportunities available to them.
2B	Level the uneven corridor in Key Stage One.	Business Manager to explore possibility of securing funding for this.	Floor is smooth and flat to support pupils with disabilities to move safely and easily around the building.
	Enable access to the ICT suite which is upstairs.	No disabled access is required currently but options for the future will need to be explored – lift / increased ICT in the classroom.	All children can access all areas of the school that are required for learning.
2C	Different formats for communication with pupils and parents are used when required.	School makes itself aware of services available for large print books, audio recording facilities, magnifying blocks etc.	All parents and pupils are able to communicate with staff in school.
3A	Identify funding to increase access.	Business Manager to explore funding available.	Improved access to site and curriculum.
	To co-ordinate the Accessibility Plan with	Senior Leadership Team to review.	All plans and policies in school derive from our

	other plans and policies.		values and vision and support each other.
	To implement effective monitoring and evaluation of the Accessibility Plan.	Plan to be reviewed as required, at least annually.	Accessibility Plan is current.
3B	Accessibility Plan is available to staff and parents.	Accessibility Plan is available in the school office and on the school website.	Accessibility Plan is available to staff and parents.