



Rowley Park

Primary Academy

Accessibility Plan 2021 - 2024

Schools have a duty under the Equality Act 2010 to carry out accessibility planning for disabled pupils. This is aimed at increasing the extent to which disabled pupils can participate and succeed within the curriculum, improving the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided and to improve the availability of accessible information to disabled pupils.

Rowley Park Academy (RPA) has a positive and inclusive approach to meeting the needs of all of our pupils, including those with disabilities. Through our curriculum and FIDES values, we are committed to giving every children the opportunities to achieve the highest of standards academically and pastorally and ensure their wellbeing and attitude to learning are at the forefront of decisions made.

Information from pupil data and school audit

School Characteristics:

Category	School Characteristics – September 2020
FSM	41.6%
SEN	6.25%
EAL	7.8%
Ethnicity	80.2% are White British

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 Trust 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.

Target	Strategies	Responsibility	Success Criteria
To ensure all staff have specific training to support disability needs.	Provide appropriate CPD related to SEND areas ASD, ADHD, Sensory, physical disabilities and long term health conditions.	SENCO SLT	Staff have improved knowledge and confidence of specific disabilities and strategies in place.

All staff to be aware of the needs of the pupils with SEND disabilities/medical conditions.	Handover meetings to be held when classes are moving up. Copies of individual care plans are stored in class rooms. All about me information/Pupil profiles passed to teachers.	SENCO	Clear communication ensures staff are fully aware of pupils SEND requirements and how to support them.
To monitor and analyse the achievements of all vulnerable groups and act upon findings that identify additional support is required.	SLT termly review pupil progress data and discuss in PP meetings. Targets reviewed by class teacher and shared with SENCO at least termly. SEND assessments conducted twice yearly.	SLT SENCO Class teachers	Pupils requiring support are identified quickly and strategies put into place to support progress.
To continue to monitor the attendance of SEND pupils and address poor attendance swiftly.	Employment of Education Welfare Officer and Family support Worker to support families with barriers to attendance.	SLT EWO FSM	Identified children swiftly improve attendance due to support and strategies put into place.
To purchase/organise specific resources to support individual pupil's access to the curriculum.	Purchase items as required according to advice from specialist agencies and pupil need.	SENCO	Use of the equipment/resources have impact upon the child's access to the curriculum/progress made.
To continue to promote inclusion for all and celebrate our differences and achievements through our school values.	Provide training where necessary for all stakeholders. Plan purposeful opportunities to promote awareness and to celebrate through our school curriculum. Ensure all clubs, pupil leadership groups etc... are accessible for all pupils.	SENCO SLT Class teachers	All stakeholders demonstrate a positive attitude towards differences including disability. RPA continues to be an inclusive environment where children feel safe and happy.

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.

Target	Strategies	Responsibility	Success Criteria
To maintain full	Comply with DDA	Headteacher	School is compliant

compliance in regards to health and safety including accessibility to the school building and disabled toilets.	regulations. Servicing takes place in line with warranty.	Site Manager	and accessible to meet requirements of disabilities inclusive of wheelchair users.
To maintain full wheelchair access throughout the school building.	Compliant with DDA regulations	Headteacher Site Manager	Full access for all wheelchair users.
To identify funding available to ensure accessibility to all areas of school are safe and accessible to all.	Budget setting and management of accounts ensures/tracks available funding and spends. Explore future options for all pupils to access to the upstairs ICT suite. Install ramp that meets regulations – nursery entrance.	Headteacher Site Manager	All children can access areas of school that are required for learning. Options for upstairs access, explored and communicate to key personnel. Ramp installed to nursery and is compliant.
To level the uneven corridor in Key stage 1.	To continue to apply for funding/CIF bids/communicate with the trust in regards to finance implications and barriers in place.	Headteacher Site Manager	Funding applied for and trust aware of the school's position. Floor is smooth and flat so all stakeholders can move around the building easily.

Improving the delivery of accessible information to those with disabilities.

RPA strives to ensure that communication between all stakeholders including those with disabilities, is done so in a manner that meets the needs of the receiving party.

Target	Strategies	Responsibility	Success Criteria
To establish and maintain communication in a range of formats to respond to the needs of all stakeholders when required.	Communication is made using a range of methods – email, website, text message and verbally for those who can't access written documents.	Admin staff Headteacher Website team	All stakeholders receive information in a form that they can access. Communication between school and all parents has improved and seen as a strength.
To ensure communication with all pupils is clear and in a format that meets the needs and understanding of the child.	Homework is set at the child's level and in a format that is accessible. Communication strategies and resources (i.e signing, visuals, enlarged print, audio, and translators) are used consistently within everyday practice. Feedback and messages	Headteacher SENCO SLT Class teachers	All pupils receive information in a form that they can access. Communication between school and pupils has a positive impact upon accessibility to school life and

	are given in a form that meets the needs of the pupil e.g verbal instead of written		progress.
Assess, plan, Do, Review meetings, Annual review meetings, Parent's evenings are held in accessible formats.	When required the following can be offered: <ul style="list-style-type: none"> • Change of time/location • Paperwork adaption • Virtual meeting • Translator/scribe or reader 	SENCO	Meetings are attended by parents and materials accessible for all.

Accessing the school's accessibility plan.

We intend to make the school's plan easily understood, and readily available. 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.

To be reviewed: November 2023