



Rockwell Green Church of England Primary School

Accessibility Plan

Status:	STATUTORY
Responsible person:	HEADTEACHER
Responsible Governor:	Chair of Governors
Date first approved by the Governing Body:	June 2024
Review Period:	Three Years
Review Date:	June 2027

AIMS

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Rockwell Green Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and are appropriately challenged.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

LEGISLATION AND GUIDANCE

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

CURRICULUM

All pupils have access to the whole school site which allows them to participate in all areas of school life, including the school field, forest area, school hall and playgrounds. They are encouraged and supported by school staff to participate in all lessons including those with physical elements, to the best of their own abilities and using any specialist equipment such as wheelchairs, gym balls, cushions, writing slopes.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

ROCKETS EARLY YEARS CENTRE (EYC)

Rockets is situated at the end of the KS1 playground and has its own separate entrance. The main entrance door has sloped access and the doors are a suitable width for wheelchair access. The EYC has 2 fire exits. Once inside the small rooms leading off the main room are all accessible to all pupils and wheelchair users. There are kitchen and toilet facilities directly off the main room with a nappy changing room within the toilet area off the main room. The toilets are accessible for wheelchair users. The outside area is a mixture of grass and tarmac areas all fully accessible by wheelchair users via an accessible slope.

GENERAL COMMENTS

There is a fence around the entire site and fields are used to gain access and increase security, including the pedestrian front gate. Car access to the site is through gates which are



locked with a chain and padlock and the bottom gate entrance off the KS2 playground is locked with a padlock. Parents and pupils can access details of provision for disabled users through the school website or by asking for a printed copy in our school office.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

ACTION PLAN

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to, and quality of, the curriculum for pupils with an identified disability or need</p>	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources e.g. specialist chairs. Universal provision e.g. wobble cushions • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Staff familiar with the Somerset Graduated Resonse Toolkit 	<p>To continue to improve provision and outcomes for children with social, emotional and mental health needs</p>	<p>Further embed the use and understanding of the Zones of Regulation as a whole school approach to self-regulation</p> <p>To continue to raise awareness and effectiveness of ELSA and 'emotion coaching' through staff meetings and 1-1 sessions LC to attend ongoing ELSA training workshops</p> <p>Staff made aware/reminded of the MHST and the service they provide in supporting children. Referrals made when needed</p> <p>Staff make use of the Neuro-developmental Next Steps form, including enhancing provision for children with social communication</p>	<p>SENDCo , MB, all staff</p> <p>SENDCo, LC</p> <p>SENDCo, staff</p> <p>SENDCo, all teaching staff</p>	<p>2024-25 ongoing</p> <p>Dates of training through the year</p> <p>Autumn term</p>	<p>There is a whole school approach to managing behavior and self regulation. Children are able to recognize their emotions and talk about strategies to help them regulate</p> <p>All staff feel confident in meeting the needs of vulnerable children and have a range of strategies which they can employ to prevent and manage outbursts</p> <p>All children have a greater awareness of emotions, have an increased emotional vocabulary, and are developing strategies for regulating their emotions</p>

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			difficulties where appropriate			
<p>Increase access to, and quality of, the curriculum for pupils with an identified disability or need</p>	<p>Voice 21 oracy has been introduced and is working well.</p> <p>whole school assessment process within the school to identify children who are not on track so appropriate actions can be taken by all staff</p> <p>BPVS assessments with all Reception starters to identify both expressive and receptive needs in the autumn term.</p> <p>Speech and language assessments using Language link are carried out for those children who are not on track and if they continue to be after targeting then a speech and language referral may be made</p> <p>The Rockets Pre-school to continue to use the Wellcomm Trust Toolkit to identify needs and provide appropriate provision for all</p>	<p>To continue to improve provision and outcomes for children with speech and language needs</p>	<p>Continue to embed Voice 21 Oracy policy across the school.</p> <p>2 staff members to attend training</p> <p>BPVS assessments with all Reception starters to identify both expressive and receptive needs at the start of the academic year – identified children will be assessed using Language Link and interventions will be planned for</p>	<p>MB/ SENDCo, all staff</p> <p>MB/ SENDCo, all staff</p> <p>SENDCo/VM in conjunction with reception teacher DA/all staff</p>	<p>2024-25 Ongoing</p> <p>Dates TBC</p> <p>Autumn term</p>	<p>There is a whole school approach to Oracy.</p> <p>All children are explicitly taught speaking and listening skills and make the expected progress</p> <p>Early identification of children with speech and language needs is embedded across the school and appropriate provision in place.</p> <p>Language Link is used as a diagnostic tool and interventions take place where needed</p>

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<p>To improve provision and outcomes for children with physical and medical needs</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps around the school • Corridor width allows for wheel chair access • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Edging on steps and handrails is painted yellow for high visibility • Sound proofing in Reception and Year 1 to soften sound • Disabled toilets available 	<p>Improve and maintain access to the physical environment</p> <p>Ensure medical and physical needs are identified and supported swiftly</p>	<p>Review the site routinely and act on any identified health and safety aspects</p> <p>All staff involved in supporting children with medical conditions receive the relevant training by medical professionals</p> <p>Timely and appropriate referrals made</p> <p>Staff liaise closely with and follow the recommendations of outside agencies</p> <p>Ensure transitions e.g. to secondary school are carefully planned so there is continuous provision and support where required</p>	<p>MB/ PT / SENDCo</p> <p>MB/ SENDCo</p> <p>Teaching staff / SENDCo</p> <p>All staff</p> <p>SENDCo/ Yr 6 / Reception teacher</p>	<p>Ongoing</p> <p>Annually and for new staff if required</p> <p>On-going</p> <p>On-going</p> <p>Annually</p>	<p>The school site is accessible and steps edges are visible for those with visual impairment.</p> <p>All children with medical conditions are well-supported and able to fully access the school curriculum, including PE and school visits.</p> <p>Early identification of children with physical needs is embedded across the school and appropriate provision in place</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where required • Pictorial or symbolic representations where required • Visual timetables in every classroom as part of universal provision • Staff working with 1-1 autistic children have visited specialist provision • Specialist support requested from the Mendip Outreach Team 	<p>To improve provision and outcomes for children with literacy difficulties, dyslexia and autism</p>	<p>Ensure staff use an appropriate colored background for ppts</p> <p>Coloured overlays used to support reading</p> <p>Visual stress assessments used where required</p> <p>Exercise books with coloured paper available for pupils</p>	<p>SENDCo, all staff</p> <p>SENDCo, all staff</p> <p>SENDCo</p> <p>SENDCo, staff</p>	<p>Autumn term 2024 - ongoing</p>	<p>Dyslexia Friendly strategies are evident in classrooms and teaching as part of universal provision</p> <p>All staff will have greater confidence, skills and knowledge of how to support children with literacy difficulties and potential Dyslexia</p> <p>Children with literacy difficulties or Dyslexia make accelerated progress</p> <p>Staff training is kept up to date to meet the needs of pupils</p>