

Accessibility Plan 2019 - 2021

Purpose of the Plan

The purpose of this plan is to show how Rosemary Works School intends to secure appropriate access to the school for disabled pupils.

At Rosemary Works School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Our Mission Statement

Rosemary Works School seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, **and**
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required key areas of; curriculum, environment and information;

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Rosemary Works School aims to treat all stakeholders, including pupils, prospective pupils, staff, directors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual Information

The ground floor the school building and playgrounds are accessible for wheelchair users.

Rosemary Works School does not have designated disabled parking spaces due to limited space, however we have an agreement with Hackney Council that blue badge holders can park in bays on Branch Place. One disabled toilet facility is available at school.

The Current Range of Disabilities within Rosemary Works School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Cerebral Palsy, Epilepsy, auditory impairment and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in classrooms, staffroom and the main office.

All medical information is collated and available to staff from the school office.

We have competent First Aiders who hold current First Aid certificates and staff trained in paediatric first aid.

All prescribed medication is kept in the designated space in the office which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Only medicines prescribed by the GP, pharmacist, Dentist or nurse can be administered in school by staff.

We share a SEN register with all teaching and support staff with photographs of individuals and a short summary of their needs in order that the whole school community understands which children need special care and attention and can identify them should they work with them.

The Head and Assistant Head conduct three Provision Map meetings with all teachers throughout the year to reflect on the strengths and areas of development for all children. This information provides valuable information to develop IEPs, ECHPs and children on School Action in addition to reflecting on the accessibility needs of pupils.

Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method
Signage	Train relevant teachers with Makaton to communicate with pupils.	Reception Class teacher	Done September 2019	Whole class can communicate basic Makaton with pupil	SMT
Door Access	Ensure access to all ground floor spaces are accessible. Consider a handrail at the main entrance to the school.	SMT, School Keeper	December 2019	Risk assess ground floor and door access facilities	SMT, School Keeper
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 organisation .	Teachers & Out of School Club Staff	Done September 2019	All aspects of school life are accessible for all pupils	Teachers SMT Out of School staff.
No access to first floor for wheelchair users	Some ground floor classrooms (not EYFS rooms) can be used should children with disabilities require a ground floor classroom.	Board	Done June 2019	Wheelchair users can engage in their child's school life.	Board
Lighting	Ensure indoor and outdoor lighting is sufficient and working in the: Early Years Playground, the Main Playground and within the school building	School Keeper	Review December 2019	Main playground lighting needs updating.	SMT, School Keeper
Playground Equipment	Audit of all playground equipment and its accessibility for all ages.	School Keeper - Assistant Head	Review December 2019		School Keeper - Assistant Head

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	
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2	Ground floor adult toilets 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 SEND 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.	SEND 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.	
9	Relevant Training	<p>Booking teachers or whole staff training:</p> <ul style="list-style-type: none"> • ASD whole staff training January 2020 • Makaton training for Reception Class staff Jan/Feb 2019 • Catch up training English & Maths - TA • Dyslexia training (Jan 2020) TA and Assistant Head 	

Reviewed by Rob Dell & Ross Stewart November 2019 Review Date: October 2021 (or earlier if necessary)

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

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