



Roselands & Stafford
Federation

Accessibility Plan

2019 - 2022

Document control:

Ratification			
Signed by	Name	Signature	Date
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1	01.07.19	Jonathan Haddock and Sam Hart	Original version based on good practice guidance from The Key for School Leaders
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Introduction

Purpose of the Plan

The purpose of this plan is to show how Roselands Infant School and Stafford Junior School intend, over time, to increase the accessibility of our sites and wider provision for pupils with disabilities. The Roselands and Stafford Federation is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

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

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) 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;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Improving access to the physical environment

Short Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	School staff continued awareness of access issue.	a) Provide information and training on disability equality for staff. (Both sites)	By T6 2018	Headteacher / SENCo / Governing Body	Maintained confidence of staff and Governors in commitment to meet access needs.
2	Improve access to the reception area.	a) Update signs in the reception with symbols, welcome sign in different languages and format. (Both sites)	By T6 2018	Headteacher / SENCo / Caretaker	Disabled parents / carers visitors feel more welcome.

Medium Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	Ensure that all disabled pupils can be safely evacuated.	All relevant staff have EVAC Chair training. (Both sites)	As necessary	SENCO Headteacher / SBM	All disabled children and staff working with them are safe and confident in the event of fire. All staff aware of fire evacuation plan.
2	To improve access to Starlands adding a ramp and accessible access to the garden.	Secure the funding from the capital budget for the plans to be implemented. (Stafford site only)	By December 2018	HeadTeacher / HoS	All pupils and staff and visitors able to access Starlands ground floor and garden.

Long Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	Improve signage and external access for visually impaired people.	Clear signage within school grounds pointing to reception. (Both sites)	By December 2019	Caretaker /SBM /HT	All visually impaired people know where they are going and feel safe in the grounds. Access around the site easier for all.
2	All building work has considered East Sussex Accessibility Guidance.	Share East Sussex Accessibility toolkit with relevant personnel and contractors. (Both sites)	On-going to 2021.	Headteacher / Governing Body	On-going improvements in access to all areas when undertaking routine and maintenance works.

Improving access to the curriculum

Short Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	Increase confidence of staff in meeting the needs of SEND pupils	Provide / support staff through relevant training e.g. Dyslexia, differentiation, alternative recording.	By T6 2018	SENDCO	Raised confidence of staff in strategies for meeting the needs of pupils with SEND.
2	Ensure TAs are performance managed.	Plan appraisal timetable for both schools	By T6 2018	SENDCO	TA impact is measurable. Their training needs/ aspirations are addressed.
3	All staff to understand and "buy in" to the Nurture approach.	Provide staff training from Miranda Collins (Lead Nurture Practitioner ESCC)	By T6 2018	SENDCo	Nurture Provision is central to life of school.
4	All SEND data stored on SIMs	SENCo to work with HT PA to ensure data transferred	By T6 2018	SENDCO	All SEND data is easily accessible to all who need it via SIMs

Medium Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	Review all curriculum for accessibility.	Provide staff training to raise awareness of accessibility issues	By end of 2019	SENDCo	All children are able to access all areas of the curriculum.
2	Raise the profile of equal access for all.	Develop PHSE curriculum to address disability equality issues. Three assemblies on inclusion across each year.	By end of 2019	Headteacher / HoYs / SENDCo PSHE Leader/ RE Leader	Disability issues have high profile across the school.

Long Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	Ensure disabled pupils participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by disabled children. Organise additional activities for pupils who could be excluded by disability.	2019 (ongoing)	Club – Co-Ordinator	Disabled children confident and able to participate equally in out of school activities.
2	Ensure all staff have undertaken disability equality training.	Set up inset training for all staff on disability equality. Ensure new staff access similar CPD courses.	2019 (On-going)	SENCO	All staff work from a disability equality perspective.

Improving access to information

Short Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	Ensure all documentation to parents is available in a range of formats	Provide guidance to staff on Dyslexia and accessible information. Introduce SchoolsComms app.	By T6 2018	SENCO	All letters, notes, policies (as renewed) and information are in a range of formats including electronic.
2	Ensure website reflects federation approach to providing equal access	Welcome in range of community languages. Signposting to information in different formats.	By T6 2018	SENCO / Web Designer (Andrew Huggett)	Website is welcoming and accessible.

Medium Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	Colours and fonts of website are visually impaired friendly.	Review colours and font of website and ensure that they are accessible to visually impaired.	By end 2018	Headteacher / Web Designer (Andrew Huggett)	Parents/carers with visual impairment can access the website with ease.

Long Term	Targets	Actions	Timescales	Responsibility	Outcomes
1	Review all signs in the school to ensure signage is in accessible format.	Gradually replace signage that is not in accessible formats.	By end 2019	HT / SBM	Pupils, staff, parents and other guests can easily access school signage.