



Accessibility Policy & Plan

September 2025-2028

Rockcliffe First School

Accessibility Policy & Plan

Our Accessibility policy and plan are fully compliant with legislation within the Equality Act 2010 (schedule 10, paragraph 3) and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools (England) Regulations 2005.

AIMS OF THE PLAN

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education & skill for all children
- To ensure the building and premises are accessible to all users, including pupils, parents/carers and visitors.
- To link with the school Single Equality Scheme Action Plan in order to have due regard to the duties from the Equality Act as follows:
 - Eliminate unlawful discrimination, harassment and victimisation;
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.

INTRODUCTION

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in 2002 and the Educational Needs and Disability Regulations 2014.

DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010 as:

"A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities".

KEY OBJECTIVE

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

PRINCIPLES

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEN policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
 - eliminate unlawful discrimination, harassment and victimisation;
 - advance equality of opportunity between different groups; and
 - foster good relations between different groups.
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to:
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.
7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

ACTIONS

The School has identified a range of actions for development in line with the duties arising from the Equality Act 2010 and other relevant statutory regulations and will review in light of periodic changes in such regulations as necessary. A priority list is identified in the accessibility plan enclosed for the period 2025- 2028 academic years. This plan will become an appendix to the school School's Single Equality Scheme.

LINKED POLICIES

This Plan will contribute to the review and revision of related school policies, e.g.:

- SEN policy
- Single Equality Scheme & Action Plan
- Equality Impact Assessment Template & Guidance
- Equality & Diversity Guidance for schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies
- Behaviour
- Admissions
- Health & Safety

POLICY & PLAN MONITORING & REVIEW:

Implementation and effectiveness is monitored through Governing Board committees and reported to the Full Governing Board.

The Accessibility Policy and Plan will be reviewed every three years and approved by the Governing Board. At Greenfields, the review process has been delegated to the Business & Operations Committee of the Governing Board.

The next scheduled review is **September 2028**

Rockcliffe First School Accessibility Action Plan 2025 – 2028

Increasing access and participation to the curriculum for pupils with a disability				
Objective	Current Good Practice	Further Actions To Be Taken	Outcomes	Time Frame
Ensure the school curriculum is fully accessible to all pupils including those with a disability	<ul style="list-style-type: none"> Quality First Teaching to meet the needs of all learners Dyslexia Friendly Award school Specialist agencies visit regularly to support staff and pupils Plans shared with all staff working with the children CPD for staff working with individuals or groups of pupils Use of visual timetables Progress is monitored for all learners Resources adapted for specific needs Additional aids available 	<ul style="list-style-type: none"> Identify and address training needs of staff to understand and meet the needs of disabled pupils Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum. SLT to research up to date advances on support for specific needs Ensure all classrooms are in line with recommendations from Dyslexia Friendly Award 	<ul style="list-style-type: none"> Support staff and teachers receive appropriate training, including intermate care and medical (eg asthma and epi-pen) Disabled pupils have access to equipment appropriate to their needs. Disabled pupils can access all resources and information in the classroom 	Start of each academic year / Ongoing



Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	<ul style="list-style-type: none"> • Advice implemented from specialist advisors where relevant • EHCPs are used to create individual programmes of study and shared with all staff working with the child • Interventions led by specialist TAs 	<ul style="list-style-type: none"> • Parental and external advice sought as necessary including from specialists to input into EHCP and Risk Assessments • Risk Assessments to ensure access to educational visits prior to visit 	<ul style="list-style-type: none"> • Children with disabilities have fair access school trips, special events, after school clubs etc 	Ongoing as documentation is reviewed
Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning	<ul style="list-style-type: none"> • Staff are aware of plans and regularly review these • Support for individuals and their personalised needs identified in teachers planning 	<ul style="list-style-type: none"> • Revisit Statement annually, share progress / outcomes with all staff. • Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community. 	<ul style="list-style-type: none"> • Inclusion Statement, policy and practice permeates all aspects of the life and work of the school. • Inclusion Statement is reflected in all policy documentation 	Ongoing as documentation is reviewed
To ensure any new pupils with identified need have full access to the curriculum	<ul style="list-style-type: none"> • School gains information about pupil from previous setting • Transition conversations with previous school/setting 	<ul style="list-style-type: none"> • SLT to meet with parents/carers prior to start date to establish any adjustments etc which school may need to make • SLT to access specialist advice for new pupils as appropriate 	<ul style="list-style-type: none"> • Equipment, resources and staffing are in place before start 	Ongoing



Improve the availability and accessible information to disabled pupils				
Objective	Current Good Practice	Further Actions To Be Taken	Outcomes	Time Frame
School to be aware of services available for visually and hearing impaired children, and children with other disabilities	<ul style="list-style-type: none"> Pupils on roll receive support from specialist services Regular staff CPD to access best practice for all pupils Use of Widget for all pupils across school for consistent approach 	<ul style="list-style-type: none"> Access training to meet the needs of individual pupils when and where appropriate. New staff have access to Widget resources 	<ul style="list-style-type: none"> School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development 	Ongoing

Improve the Delivery of Written Information				
Objective	Current Good	Further Actions To Be Taken	Outcomes	Time Frame
Availability of written material in alternative formats	<ul style="list-style-type: none"> Weekly newsletter to parents School Comms app provides translation Paper copies available to families who need/request this 	<ul style="list-style-type: none"> Improve availability of information for parents Key content published on school website Website to be updated to allow easier access to information Provided translated documents where appropriate 	<ul style="list-style-type: none"> All parent/carers will be up to date and well informed of school information 	<ul style="list-style-type: none"> New website by January 2026 Ongoing



<p>Ensure documents are accessible for pupils with visual impairment</p>	<p>Seek and act on advice from sensory support advisor on individual pupil requirements</p>	<p>Use of magnifier where appropriate Ensure large, clear font used in documentation Loan a magnifier or other specialist equipment where necessary</p>	<p>Pupils able to access all school documentation</p>	<p>In place & ongoing</p>
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