

Rock Ferry

Primary School



The Headteacher, senior leaders and governors have successfully developed a culture of high ambition for the pupils of the school. Pupils relish learning. Ofsted 2016

Accessibility Plan November 2022

Date Agreed/Adopted by Governors:.....

Signed:.....

Date Shared with Staff:.....

Our Core Framework

Mission Statement

Developing positive minds that
lead to positive futures.

Vision

To be the best we can be.

Core Values

Be Kind
Be Safe
Work Hard
Never Give Up

Rock Ferry Primary School

Accessibility Plan

1. This accessibility plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2022 to September 2023.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Rock Ferry Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - b. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities, or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis; new plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - a. Curriculum
 - b. Equal Opportunities and Diversity
 - c. Equality Scheme
 - d. Staff Development
 - e. Health and Safety (including off site safety)
 - f. Inclusion
 - g. Special Needs
 - h. Behaviour Policy
 - i. School Improvement Plan
 - j. Asset Management Plan
 - k. School Code of Conduct & Mission Statement
7. The Action Plan for physical accessibility relates to the Access Audit for the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three year plan period in order to inform the development of the new plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
9. The school's complaints procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in the Governors Annual Reports to Parents (statutory).
11. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

Short Term

TARGETS	STRATEGIES	OUTCOME	TIMEFRAME	GOALS ACHIEVED
Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritise for current needs	LA courses. Specialist Teaching. Service courses. School visits. Observations and school based INSET.	Greater expertise to raise standards and further equip staff to meet the needs of disabled children with regards to accessing the curriculum	Immediate action for new staff. Planned programme for new staff or when new children arrive.	Clearer IEP's with practical, short term targets.
Improve the availability of written materials in alternative formats.	Issue documents in a clear font of 12 or larger if requested. Notify parents that alternative formats can be supplied on request.	The school can provide written information in alternative formats when required. Interpreters used when requested. Google translate options on School Class Dojo Communications to parents.	Annually in September.	Delivery of information to disabled persons improved. EAL / MEAS group improved.
To supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child, once notification has been given of an imminent arrival e.g. adjustable desks and equipment	Seek advice from the LA and outreach support about specific items which would be appropriate and essential for the child to access the full curriculum.	Appropriate equipment is readily available for the child to access the full curriculum.	Short term once notification has been received of the forthcoming admission of a disabled pupil.	Child given every facility to access the curriculum.
Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	Broad and balanced curriculum offered alongside able-bodied peers.	As and when trips are considered as a beneficial addition to support the curriculum.	Equal opportunities for disabled child to participate in off-site activities.

	Ensure PE curriculum is adapted to enable wheelchair users to work alongside peers		Broad and balanced curriculum offered alongside able-bodied peers.	Short term once notification has been received of the forthcoming admission of a disabled pupil.	Child access a full physical programme and PE curriculum.
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	Improve access to all parts of building	Ramps if shuffling classes to accommodate disabled child in main building.	Accessibility maintained to all necessary areas.	Short term once notification has been received of the forthcoming admission of a disabled pupil.	Flexibility to access all necessary areas of school.
Medium Term	Improve access to upper floor	Evacuation chairs	Pupils can be evacuated from the building		Equal access achieved
	Improve access to toilet facilities	Provide disabled toilet	Total access to disabled toilet in Children's Centre.		Equal access achieved
	Improve access to changing facilities	Upgrade with changing area for older children	Changing room/mat in bottom F1 corridor		Equal access

Longer Term	Colour schemes are reassessed when refurbishing to benefit pupils with visual impairment / autistic characteristics	Seek advice from the LA Visual Impairment Service on appropriate colour schemes.	Several areas are made more accessible for visually impaired children.		Physical accessibility of school improved.
	Access to barn is improved	LA advice sought on practicalities of building a ramp	Access to barn for people with mobility problems is improved.	Once notification has been received of the forthcoming admission of a disabled pupil.	Physical accessibility of school grounds increased.
	Access to upper floor is improved.	LA advice sort on siting of lift.	Access to KS2 for people with mobility problems is improved	Once notification has been received of the forthcoming admission of a disabled pupil.	Equal access achieved.

The aim of this Accessibility Plan is to;

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school, and which allow parents and carers better access.
- Improve access to information which is of a written nature to both pupils and carers who have a disability