



Accessibility plan

The accessibility policy and plan are 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 on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an 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.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are pupils without disabilities. 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Aims and objectives

Priority 1: Improve access to the physical environment of the school.

Objective	Actions	Person/people responsible	Actions complete
To be aware of the access needs of children, staff, parents, governors and visitors with disabilities.	To create an access plan (within Individual Health Care Plans) for children with disabilities to inform staff of needs of individuals and ensure consistency of high quality provision. Be aware of staff, governor, visitors and parent's access needs and meet as appropriate. Consider access needs during recruitment.	Head Teacher Assistant Head Teacher (Inclusion) Class Teachers Office Staff	
Ensure all disabled pupils can be safely evacuated	Individual evacuation procedures will be outlined in pupil's individual health care plans. Ensure all staff are aware of their responsibilities when evacuating classes and individual children.	Head Teacher Assistant Head Teacher (Inclusion) Senior First Aider Class Teachers Office Staff	
Ensure classroom environments are regularly monitored to support children.	Discuss with parents and children what adaptations need to be made if any. Support from Rochdale Additional Needs.	Assistant Head Teacher (Inclusion) Class Teachers	

Priority 2: Increase access to the curriculum for pupil's with a disability.

Objective	Actions	Person/people responsible	Actions complete
Training for teachers and support staff on different aspects of SEN including differentiation when required	Review the needs of children with specific issues and provide necessary training. Review the needs of teachers in relation to the children in their class and provide necessary training.	Assistant Head Teacher (Inclusion)	

All trips and after school activities are planned to ensure the participation of the whole range of pupils.	Review out of school provision to ensure it is fully accessible to all children and make adaptations where needed. Risk assessments carried out for individual children if needed.	Assistant Head Teacher (Inclusion) Class Teachers Breakfast/After school club managers	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence	Review children's individual needs and make adaptations to classroom layout if needed. Provide specialist equipment if needed to support individual children's needs.	Assistant Head Teacher (Inclusion) Class Teachers	

Priority 3: Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Objective	Actions	Person/people responsible	Actions complete
Make available school newsletters, brochures and other information for parents/carers in alternative forms if required.	Review all current school publications and promote the availability in different formats for those that require it. Use services available through the LA for converting written information in alternative forms e.g. EAL	Assistant Head Teacher (Inclusion) EAL Coordinator Office Staff	
Parental advice support and information from external agencies.	Referral to SENDIAS (and other agencies).	Assistant Head Teacher (Inclusion)	