

Rushwick C of E Primary School

Ask, Seek, Knock

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.

Accessibility Plan

Last reviewed on: November 2023

Next review due by: Summer 2024

Rushwick C.E. Primary School

Vision:

'Ask, Seek, Knock'

Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7 Verse 7.

Inspired by the teachings of Jesus and recognising each person as a unique child of God, we work for the common good of everyone, ensuring our door is open for all to flourish. We encourage all to thoughtfully ask, graciously seek and courageously knock, so that together we can make a difference to our Rushwick School family and the wider world.

Our School Values

Respect	We treat all others with respect. Being respectful is reflected in the courtesy with which we speak, act and treat one another. Acting respectfully gives people the dignity they deserve. Respect is behaving in a way which makes life more peaceful and orderly for everyone.
Kindness	We look for ways to help each other, kindness is showing you care about everyone, knowing that everything is part of God's creation. Kindness is being concerned about the welfare of others. Kindness is showing love to someone who is sad or needs your help.
Trust	We tell the truth and can be trusted. Trust is having faith, hope and a positive outlook. It is relying on and believing in someone or something. It is having confidence that the right thing will come about, without trying to control it or make it happen. We know we are never alone, and that God is always with us.
Compassion	We understand and care for someone who is in trouble or has made a mistake. It is being kind and forgiving even when others may not be sorry for what they have done. It is caring deeply and wanting to help. It is being considerate and having regard for other people and their feelings. It is also important to show compassion to others and yourself. Compassion is one of the most meaningful ways to show love; it is the outworking of genuine love.
Gratitude	We are thankful for all we are given and all of God's creation. Gratitude is to be thankful for what you have. It is an attitude of gratitude for learning, loving and being. It is also being thankful for the little things which happen around you and within you every day. It is an openness and willingness to receive each of God's bounties. To be grateful is to have a sense of wonder about the beauty of this world and to welcome all of life as a gift. Gratitude is a path to contentment.
Courage	We understand that showing courage is doing what needs to be done even when it is really hard and scary. Courage is personal bravery in the face of fear. Courage is going ahead even when you feel like giving up or quitting. Courage is needed in trying new things, in facing the truth and in picking yourself up after a mistake ready to try again. It comes from knowing deep down what is right for you and believing in yourself to do it. Courage can come from prayer and the trust that God will help.

Our vision and values are rooted in scripture, particularly Jesus' teaching on Kingdom principles in the Sermon on the Mount. This is a practical lesson on how to live our lives, rooted in Christian Values. At Rushwick, working with and for others, we endeavour for all our community to know how much they are valued by one another and God.

Jesus teaches us to ask, seek and knock and in response, God will open our hearts and minds to receive, to find and the door will be opened to a world of opportunities.

I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school vision and values are inclusive to all our pupils whereby all pupils would be provided with the same opportunities regardless of any disability, race, gender, religion, belief and sexuality. The vision encourages all pupils to 'Ask, Seek and Knock' in all aspects of life and the school would plan and deliver opportunities so that is achieved whilst the pupils are at Rushwick School.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix I showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured. The plan is to be reviewed and updated at least every three years.

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible

In addition, parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

As stated above, Rushwick CE Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- SEND policy
- Health and Safety Policy
- SEND local Offer
- Safeguarding Policy
- Staff related policies e.g. return to work

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Good Practice which supports this duty

1. Ensuring the extent to which disabled pupils can participate in the school curriculum
2. Increasing the opportunities available in school and out of school hours to include provision for disabled pupils
3. Rushwick School has a close relationship with its feeder pre-school with effective transition arrangements before starting at school.
4. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with outreach services, health professionals and Educational Psychology Service, the SENCo manages the process, ensuring additional resources, including staffing, are allocated where appropriate through additional funding.

The school also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services as required including:

- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- GPs and Paediatricians
- Vision Impairment Team

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Access to Early Help and other agencies
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- iPads / access technology -Range of literacy and maths interventions
- Access to all extra-curricular activities and clubs, visits and residentials, instrumental music tuition and appropriate risk assessment
- Advice and support from the school nurse team
- Paediatric first aiders
- Outdoor learning
- Use of diagnostic assessment e.g. Wellcomm Screening
- Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Plan – This would be reviewed annually with the governing board				
Target	Actions	Timescale	Success Criteria	Responsibility
Physical Environment				
Ensure that access to the school building and site can meet diverse pupil needs	<p>Car park can be used for disabled access</p> <p>Maintain access into Forest School</p> <p>Ensure new library shelving is at wheelchair height and all labels are large at least 48 font size</p>	Dec 23		HT
Ensure the school is organised in a consistent way for disabled pupils	<p>Plan classrooms in accordance with pupil needs</p> <p>Organise resources to reflect needs</p> <p>Provide quiet spaces within school</p> <p>Provide some bespoke spaces e.g. sensory areas for pupils to access</p> <p>Print large signs around school where access is needed</p>	On -going	<p>There are appropriate resources for all pupils.</p> <p>Outside agencies and reports are used in discussion and planning.</p>	HT SENDco All staff
Identify needs and actions for the future	Look at accessibility in all areas of school life	On -going	Improved access for all pupils	All staff Governors HT
Curriculum				
Reflect on the areas of need in lesson planning and delivery	<p>Incorporate high quality teaching into all planning.</p> <p>Plan staff training where needed in disability awareness to reflect the needs of the pupils</p> <p>Purchase specific resources to support pupil needs e.g. braille books, large font books, sensory tools</p>	On -going	<p>Improved access to the curriculum</p> <p>Appropriate use of resources for all pupils</p> <p>EHCP plans IPM provision used to plan accordingly</p>	All staff SENDco HT
Ensure there is access to laptops for those pupils identified with a particular need	Ensure teachers have access to IT resources and the software needed to support learners	On -going	Increased participation and success in learning	Teacher HT SENDco

Increase access to the curriculum for pupils with a disability	<p>Ensure the curriculum resources include examples of people with disabilities e.g. PHSE (different people topic)</p> <p>Review the curriculum to ensure it meets the needs of all pupils</p>	On -going	<p>Pupils are taught about disabilities as part of the curriculum and not an add on.</p> <p>The curriculum meets the needs of all pupils</p>	HT Subject Leads Teachers
Other				
Raise awareness across the school about disability with staff and pupils	<p>Arrange for external visitors to lead assemblies or class sessions on 'living with a disability' so that everyone has an understanding</p>	Spring term 24	<p>Everyone has an awareness and can adapt activities, games etc as needed to include all learners</p>	HT SENDco