

## **Egerton Rothesay School Accessibility Plan**

### **Aims of the Accessibility Plan**

This plan outlines how Egerton Rothesay School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are identified after taking into account pupils' disabilities and the views of parents and pupils.

This plan forms part of the school's approach to meeting the needs of all pupils and should be read in conjunction with the school's SEN policy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents
- The headteacher and other relevant members of staff.
- Governors and Directors

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Policy approved by: Cherry Martin (on behalf of Governing Body) Date: January 2023
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Next Review (latest): October 2025
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## The Accessibility Audit

The Leadership team will undertake a regular Accessibility Audit, which will cover the following three areas:

- **Access to the curriculum** – the Leadership team will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Leadership team will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Leadership team will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Leadership team will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes pupils with speech, language and communication needs (SLCN) and Autism Spectrum Conditions (ASC)

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the wishes of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

## Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Learning aids to be produced	SENCO	Ad hoc	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	In line with current pupils needs
Intervention training for support staff	SENCO		Support staff able to work with increased knowledge and provide appropriate resources for pupils	In line with current needs
Regular meetings to assess and address pupil needs.	SENCO	Termly parent consultation, annual review, Pupil Progress mtg – as needed	Pupil needs reviewed and being addressed.	In line with pupils' personal plans
Training for teachers on adapting the curriculum for disabled children as required.	Headteacher and HSEN	5 days inset + staff mtgs	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Yes
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher and HSEN	Annual + ad hoc according to pupil needs	Staff completed training for specific needs.	Rolling programme of medical needs training. Eg, Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

### Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure each area of the school has wheelchair access.	Business Manager	Ad hoc	The environment is adapted to the needs of pupils	Yes
Develop a disabled access toilet	Business Manager	On going	A disabled access toilet available in each key stage with changing facilities.	Available in three buildings when funding available main school will be developed.
Provide single use pupil toilet and changing rooms	Business Manager	On going	Single use changing room in PE area and a single use toilet available in each building/area of school site	Yes
Emergency systems to have visual alarms	Business Manager	On going	Visual alarms fitted	No
All new internal doors accessible for wheelchair users.	Business Manager	On going	Installed doors to be wheelchair accessible.	No

## Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> <li>• Large print</li> <li>• Pictorial or symbolic representations</li> </ul>	HSEN	Ad Hoc	Pupils have access to curriculum information and all other school information in a format that meets their needs	Yes
Ensure signage is suitable for non-readers, is clear and well situated	Head	Ad Hoc	Pupils are able to navigate the school regardless of any disability	Yes
The school makes itself aware of the technology available for converting written information into alternative formats	HSEN	On going	Pupils have access to curriculum information and all other school information in a format that meets their needs	

