

Royton Hall



Accessibility Plan

2023 -2026

Vision

1. Our whole school community will treat everybody in the way they would wish to be treated with mutual respect for each other and our environment.
2. We (the community) will develop resilience in ourselves and others by creating a stable and safe culture and climate where we understand that everyone makes mistakes and that we will achieve more by learning from them.
3. We will provide everybody with a secure and creative environment to achieve their full potential, by offering a broad range of engaging and challenging opportunities.
4. Our whole school community will be supported in all aspects of school life enabling them to achieve, feel included, and belong.
5. Our whole school community will understand, develop and show mutual trust, confidence in each other, and ensure that all stakeholders feel listened to and valued.
6. As a school community, we hold many values dear and recognise the importance of these in the holistic development of our children such as resilience, peace, trust, forgiveness, responsibility, gratitude, compassion and friendship.

Our Mission

At Royton Hall Primary and Nursery School, we provide a safe, nurturing environment to ensure every child is equipped with the knowledge and skills needed to reach their full potential within this school and beyond. We teach children to be respectful, independent and creative. We encourage them to persevere when faced with challenges. We instill a culture of valuing each other and ourselves in an atmosphere of trust, tolerance and enjoyment.

Equal Opportunities

At Royton Hall Primary School we believe that all children, regardless of first language, disability, race, gender, religion, culture or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Royton Hall School is proud to be an inclusive school. We are able to offer access to the full curriculum for children and adults who have a disability.

We have easy access into the main part of the building and have disabled toilet facilities within the school.

As with any additional needs the schools work closely with parents and appropriate outside agencies

Purpose of the Plan

The purpose of this plan is to show how Royton Hall Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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

Legal Background

We are working within a national framework for educational inclusion provided by:

- Inclusive Schooling (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

From September 2002, the Disability Discrimination Act (DDA) 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Royton Hall Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

Royton Hall Primary School is a modern building on two levels and the upper floor is accessible for a child or adult in a wheelchair via a lift. There is also an 'evac chair' at the top of both stairwells for anyone requiring such in a crisis situation such as a fire. The ground floor hosts a defib and there are facilities rooms that contain a shower and a hoist.

The Current Range of Disabilities within Royton Hall Primary School

The school has children and adults with a limited range of disabilities which include Autistic Spectrum Condition, diabetes, visual and auditory limitations and serious medical conditions with related susceptibility to infections. We currently do not have anyone who uses a wheelchair. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the relevant classrooms and a record of use is noted.

Some children have allergies, a number of which have epi pens/anti-histamine, or food intolerances/cultural food choices. All medical information is collated and available to staff.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication.

All medication that is given is recorded.

Royton Hall Primary School Accessibility Plan 2023-2026

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	<ul style="list-style-type: none"> Clerk to governors to add to list for FGB meetings. 	Adherence to legislation.	Annually.	
To improve staff awareness of disability issues.	<ul style="list-style-type: none"> Review and monitor staff training needs by Headteacher and SENDCo Monitoring of classrooms, planning etc by SENDCo Training by SENDCo to enable dyslexia friendly classrooms, Autistic Spectrum Condition (ASC) friendly classrooms and Challenge for All. Provide training for members of the school community as appropriate. 	Whole school community fully aware of needs of all children with disability and special needs.	On-going.	
To ensure that all policies consider the implications of disability access.	<ul style="list-style-type: none"> Consider during review of policies. 	Policies reflect current legislation.	On-going.	
To ensure children recovering from serious medical condition have minimal risk of contracting infections.	<ul style="list-style-type: none"> Parents to be reminded of need to inform school about infections that might cause problems 	Children continue to make good recovery.	Half termly.	
PHYSICAL ENVIRONMENT				
Targets	Strategies	Outcome	Timeframe	Achieved

<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<ul style="list-style-type: none"> • Be aware of staff, governors and parents access needs and meet as appropriate. Audit and monitor accessibility of school buildings and grounds by Governors • Suggest actions and implement as budget allows 	<p>All staff and governors, parents and children feel confident their needs are met</p>	<p>On-going</p>	
<p>Ensure all disabled pupils can be safely evacuated</p>	<ul style="list-style-type: none"> • Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties • Training of identified staff with evacuation chair • Develop a system to ensure all staff are aware of their responsibilities 	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>	<p>Autumn Term Updates and further SEND reviews</p>	
<p>Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children</p>	<ul style="list-style-type: none"> • Inclusion monitoring to have a focus on environment for HI and VI. • Seek support from LA, HI and VI advisory teachers with support from SENDCo where necessary. 	<p>All children have access to the appropriate environment</p>	<p>Ongoing</p>	
<p>CURRICULUM</p>				
<p>Targets</p>	<p>Strategies</p>	<p>Outcome</p>	<p>Timeframe</p>	<p>Achieved</p>
<p>To continue to train staff to enable them to meet the needs of children with a range of SEND.</p>	<ul style="list-style-type: none"> • SENDCo to review the needs of children and provide training for staff as needed. 	<p>Staff are able to enable all children to access the curriculum.</p>	<p>On-going.</p>	

To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc.	<ul style="list-style-type: none"> Review of out of school provision to ensure compliance with legislation. 	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	<ul style="list-style-type: none"> Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc. 	Children will develop independent learning skills.	Reviewed termly by SENDCo.	
To meet the needs of individuals during statutory end of key stage tests.	<ul style="list-style-type: none"> Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. 	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
Use ICT software and hardware to support learning	<ul style="list-style-type: none"> Make sure software installed where needed and hardware matches the needs of individuals 	Wider use of SEND resources in classrooms	As required	
WRITTEN/OTHER INFORMATION				
Targets	Strategies	Outcome	Timeframe	Achieved
Review information to parents/carers to ensure it is accessible.	<ul style="list-style-type: none"> Review and update, where needed, information to parents/carers to ensure it is accessible on the website under the help and support tab for parents/carers Provide information and letters in clear print and avoid abbreviations and unknown terminology. School office will support and help parents to access information and complete school forms School office will support and help parents to access online systems 	Written information will be provided in alternative formats as necessary.	As needed.	

<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings</p>	<ul style="list-style-type: none"> • Staff to hold parents' evenings by phone or via virtual meeting 	<p>Parents are informed of children's progress.</p>	<p>Twice per year</p>	
<p>Improve the delivery of information in writing in an appropriate format. Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment</p>	<ul style="list-style-type: none"> • Improve the delivery of information in writing in an appropriate format • Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment 	<p>Ongoing appropriate use of resources</p>	<p>Ongoing</p>	
<p>Ensure all staff are aware of guidance on accessible formats guidance to staff on dyslexia and accessible information</p>	<ul style="list-style-type: none"> • Ensure all staff are aware of guidance on accessible formats guidance to staff on dyslexia and accessible information 	<p>Staff able to produce appropriate resources</p>	<p>Ongoing</p>	