



Rimrose Hope CE Primary School

Faith in our children, the hope for the future

SCHOOL ACCESSIBILITY PLAN 2022-2024

Purpose of Plan

The purpose of this plan is to demonstrate how Rimrose Hope CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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”.

Areas of Responsibilities

- Improving access to the physical environment of 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.
- Increasing access for disabled pupils to 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 delivery of written information to disabled pupils, which is provided in writing to pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable timeframe.

Rimrose Hope CE Primary School aims to treat all pupils, prospective pupils, staff, governors and other stakeholders favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. School aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimize 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 school.

Contextual Information

Rimrose Hope is a fully accessible two storey building. The school was built in 2009. It has full access to all rooms via a lift. All doorways facilitate easy

access for wheelchair users and there are no trip hazards either from the exterior or internal doorways. A hearing loop has been installed at Reception. The interior colour scheme in corridors and in classrooms purposefully contrasts the flooring with the wall space to aid orientation for the visually impaired. All light switches and computer switches are placed at a height that can be easily reached by wheelchair users. The school has ramped access through all entrances and exits. It has disabled toilet and changing facilities on all levels. There are 17 car parking spaces, 2 of which have been allocated for disabled parking only.

Current Range of Known Disabilities

The school has pupils with a range of disabilities that include: ASD, ADHD, Cerebral Palsy, Physical disability, Dyslexia, Hearing impairment, visual impairment and CLD.

We have a number of pupils diagnosed with asthma and all staff are aware of these pupils. Inhalers are kept in the classrooms and a record of use is noted.

A number of pupils have food allergies or intolerances / cultural food choices/ Type 1 Diabetes. Relevant staff are aware of these pupils and nominated staff have received appropriate training delivered by the school nurse. Pupils with food allergies have a care plan that is regularly reviewed and updated.

All medical information is collated and available to relevant staff.

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

All medication is kept in a central safe and secure location for easy access for First Aiders and nominated staff. Administration of medicine consent forms are completed by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

School has 2 defibrillators on site. All staff have been trained in the use of this equipment and are aware of their location.

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Create a safe and accessible physical environment within the school.

Target	Strategies	Success Criteria	Timeframe
Physical Environment	Audit of accessibility of school buildings and grounds by Head and Governors. Suggest actions and implement as budget allows	Modifications will be made to the school building where appropriate to improve access.	
Physical Accessibility	To ensure that wherever changes are made to the school buildings and grounds that they remain accessible for all pupils and adults. Regularly inspected and risk assessed by site manager/HS consultant. To ensure that there are adequate/safe pathways in all classrooms and public spaces for pupils and adults with mobility issues.	All facilities are in good use. Good practice is established	
Curriculum Increasing the extent to which disabled pupils can participate in the school's curriculum enrichment programme.	Questionnaire to parents to establish needs of the children. Ensure all children have equal access to the curriculum enrichment opportunities and that no pupil is penalised because of their	All children have equal access to the curriculum Ensure resources/staffing reflect the needs of the pupils and the range of disabilities	

	disability.		
To promote and develop a communication friendly school by prioritising effective communication and fostering an inclusive environment for all families.			
Effective Communication Infrastructure	Implement strategies and practices that promote clear and meaningful communication among all individuals, including pupils, teachers, parents, and staff.	The school has a well-established communication infrastructure in place, including clear channels of communication between children, teachers, parents, and staff. This may include regular newsletters, parent-teacher meetings, online platforms, and other means of communication that facilitate information sharing and engagement.	
Inclusive Communication Practices:	Focus on creating accessible physical spaces, using visual aids, employing assistive technologies, and providing additional support for pupils with communication difficulties or disabilities.	The school employs inclusive communication practices that cater to the diverse needs and abilities of all individuals. It ensures that communication methods and materials are accessible, such as using visual aids, providing language support for non-native speakers, and implementing assistive technologies for pupils with disabilities.	
Collaborative Partnerships	Emphasise active listening, encourage respectful dialogue, and ensure that all voices are heard and valued.	The school actively collaborates with parents, community organizations, and external professionals to support effective communication. It recognizes the	

		importance of involving relevant stakeholders to ensure consistent and meaningful communication between home and school. Collaborative partnerships help enhance communication strategies and provide additional support when needed.	
Continuous Professional Development		The school invests in continuous professional development for teachers and staff to enhance their communication skills and strategies. Training programs and workshops are offered to develop effective communication techniques, cultural competency, and strategies for supporting pupils with diverse communication needs.	
Create an inclusion friendly school by establishing school that embraces diversity, provides equitable opportunities, supports individual differences, and ensures the success and well-being of all pupils.			
Celebrate Diversity	We will value and celebrate diversity in all its forms, including pupils' backgrounds, cultures, abilities, and experiences.	Equal Participation and Engagement: All pupils actively participate in classroom activities, discussions, and school events. Success criteria would include high levels of pupil engagement, active involvement in learning, and opportunities for pupil voice and choice.	

British Values	We will foster an atmosphere of acceptance, respect, and appreciation for individual differences, promoting a sense of belonging for every pupil.	Collaborative and Inclusive Culture: The school fosters a collaborative and inclusive culture where pupils, teachers, and families work together. Success criteria includes evidence of positive relationships, respectful communication, and active collaboration among all stakeholders.	
Inclusion	Ensure that every student has equal access to quality education, resources, and opportunities for growth.	Academic Progress and Achievement: Success criteria demonstrates that pupils, regardless of their diverse needs and abilities, are making progress academically. This includes monitoring individual pupil growth, assessing their achievements, and implementing appropriate strategies and supports to ensure all pupils have the opportunity to succeed.	
Eliminate barriers	The school strives to eliminate barriers that may hinder pupils' participation and engagement, providing appropriate support and accommodations to meet diverse needs.	Implement inclusive teaching strategies that benefit all pupils, including those with visual impairments. This can involve using multisensory approaches, providing verbal descriptions alongside visual aids, using tactile materials, and encouraging peer collaboration and support. Establish regular communication and	

		collaboration with parents of pupils with visual impairments. Parents can provide valuable insights into their child's needs and abilities, and collaborative planning can ensure consistency between home and school environments.	
Pedagogy	Employ pedagogical strategies that cater to the varied learning styles, abilities, and interests of our pupils. Teachers will use differentiation techniques to adapt their instruction, materials, and assessments, ensuring that each pupil can access the curriculum and make progress.	Accessible and Inclusive Learning Environment: The physical environment and learning materials reflect the accessibility and inclusivity of the school's approach. This includes adjustments for pupils with disabilities, culturally responsive resources, and the availability of assistive technologies to ensure equal access to learning for all pupils.	
Emotional Literacy	Create a supportive and nurturing environment for all pupils and promote positive behaviour, empathy, and social-emotional development, teaching pupils how to respect and appreciate one another. The school will foster strong relationships	Well-being and Social-Emotional Development: The school promotes the social-emotional well-being of all pupils. This includes fostering positive relationships, teaching empathy and understanding, and providing support for pupils' emotional and mental health needs.	

	between pupils, teachers, and families, promoting a sense of belonging and well-being.		
Tiered Approach	We will implement multi-tiered systems of support to address the diverse needs of pupils. This may involve providing additional academic support, interventions, or specialised services for pupils who require extra assistance. The school will establish structures and processes to identify, assess, and address individual needs effectively.	Collaborate with specialists such as teachers of pupils with visual impairments or orientation and mobility specialists. These professionals can provide valuable guidance and support to both teachers and pupils, helping to develop individualized strategies and accommodations.	
Equality and Inclusion	D.A.P.becomes an annual agenda item Full Governing Body.	All governors are kept informed about equality issues	
Staff awareness of disability issues.	All staff informed through tracking system/pupil progress meetings/SEN meetings/training	All staff are kept well informed about equality issues and feel confident that any concerns will be addressed.	
All policies consider implications of disability access protocol.	Ensure policies where appropriate cross reference disability access protocol.	Policies reflect same messages/protocols.	

Positive imaging of disabled people.	Regular assemblies to raise awareness of, and promote positive attitudes towards people with disabilities. To continue with community access projects which encourage positive integration with people with physical or learning difficulties. Ensure school literatures carries positive images of all pupils, especially those with a disability.	Pupils show empathy towards their peers. Reports of bullying because of disability remain the exception and not the rule.	
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Linked Policies

This plan will contribute to the review and revision of related school policies.

Policy Agreed:

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Chair of Governors

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Headteacher

Dated: