Rooks Nest Accessibility Action Plan

Respect, Believe Achieve.

2023 -2026

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan. Our Accessibility plan sits alongside our Equality Diversity Policy which was written in conjunction with and supported by Barnardos

At Rooks Nest 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.

Contextual Information

Rooks Nest is a single-story Primary school mostly built during the 1970s. It incorporates Nursery and Pre School as well as before and after school provision. Over the years the school has grown in size and has various single story extensions. There are two accessible toilets and automatic doors to the front of the school. The school is located on a steep slope with a disabled parking space on the flat part of the staff carpark, making access to the main doors easier. The classrooms are not large and have small cloakrooms and toilets. We have an increasing number of children with specific leaning needs particularly within the early years of the school.

Aims and Objectives

Our aims are to:

- Increase **access to the curriculum** for pupils with a disability or from a recognised disadvantaged group- including SEN,EAL & Pupil Premium groups of children.
- Improve and maintain access to the **physical environment**
- Improve the delivery of **written information** to pupils and parents

Aims of Accessibility action plan.

Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.
All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To provide more specific staff training to meet special needs.	Team Teach ADHD ASD SLCN	Advice and training from professionals including WISENDSS, VT< HI & SALT	All training to be arranged termly as needs arise – arranged at termly SEND planning meetings	SEND Lead HT	All children able to access all areas of the curriculum and work towards attaining age related expectation
All pupils are able to access the curriculum and make good progress	LA Mental Health support. Including children with English as an additional language	Commission partnerships where necessary e.g. Speech and Language, SEN provision Learning Environment more inclusive	As required		All children able to access all areas of the curriculum and work towards attaining age related Expectation. Learning Environment fully inclusive

Phonics and reading	Personalising curriculum for children with specific SEND or delayed learning.	Little Wandle catch up sessions. Over Y2 and some Y3			Specific assessments show progress in place. Children build on additional support to ultimately become fully independent.
Ensure P.E continues to be accessible to all.	P.E. kits provided for those who continually are without	Keeping stocks of clean PE kits in School. P.E adaptions made to include specific children with SEN, PD/ VI	As required		Fewer Learning barriers and access to PE/ outdoor activities for children with protected characteristics.
All out of school activities planned to ensure, where reasonable, participation of all pupils.	Risk Assessments in place to include all children in school trips where possible. PP Pupils supported with costings of out of school visits and activities.	Review all extra- curricular provision and out of school activities to ensure compliance with legislation.	Annual check for extra- curricular activities. Regular check via Evolve for out of school activities.		

Physical Environment

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
To make all entrances accessible for disabled people. Pre-school entrance made accessible for pushchairs	Wheelchair access to main school hall – new doors	Push button door level to floor to allow access.	As funding available	CM TG KD GW	All entrances will be accessible to all.
Ensure all SEND/Disabled pupils can be safely evacuated.	Children with additional needs become used to fire and other alarms in school	One to one support and other staff to ensure children are guided	As required at staff meetings Termly practice	SEND Lead One to one	Safe evacuation for all when necessary

Maintain access for visually impaired	Corridors and working areas kept clear. Children have transition time and familiarisation with layout and environment.	Regular checks of AP working area Advice from VI and Habitation team – visual guidance techniques in place.	As necessary	Class teacher TAs	All areas clearly accessed

Communication

Target	Current Good Practice	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible around school	Welcome signs in various languages Use of Cantonese and Urdu speaking members of staff.	As families are due to arrive in school with different languages signs are displayed to aid access and understanding. Pictures on labels with words. Wakefield LA EAL support	As required	SEND Lead HT Class teachers All staf	All families feel welcome and have a clear understanding of school procedures Children settle quickly into RNA environment and school community.
Information on website accessible to all.	Text can be translated for information on the website – use of Google Docs	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure prospectus available on website.	When updated	SEND Lead HT	Website to have very clear information that can be accessed by all people.
Information for parents/ carers to be clear for EAL parents.	Information in newsletters and information letters is in clear print additional support given to those families who struggle with English.	School office/ Pastoral team to help parents access school information and complete forms.	During induction/ Ongoing	SEND lead Office Staff Class teacher	Parents feel that they communication is effective.

Information for parents/ carers who struggle to communicate with school. Disadvantage	Additional texts, phone calls. One to one conversations at drop of points. Support from school to complete paperwork. Reminders of deadlines (eg applying for secondary school) Home Visits. EWO support	Additional phone calls. Building up relationships with parents.	Ongoing	SEND Lead EWO	Children are included and involved Deadlines (eg access to secondary schools) are met by all.
Ensure all staff are aware of accessible formats.	Support from action plans. Plans from outside agencies (meetings to discuss how can be met without additional support)	Guidance provided to staff on dyslexia and accessible information. Children provided with appropriate materials.	Regular updates as necessary.	SENCO - outside agencies. Relevant staff working with children on action plans.	Staff understand how to ensure written information can be equally accessed.
Provide support for all staff children parents with Mental health problems	Two embers of staff are trained as Mental Health First Aiders	Further staff to be trained.		All staff	Community where all feel comfortable discussion mental mental health.

It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.