



Roselands School Accessibility Plan 2024 - 2027



At Roselands Primary School, we are committed to providing a fully 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.

The Accessibility Plan should be read in conjunction with other school policies and procedures.

1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
 - To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the School or may wish to; and
 - To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.
- 1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the School's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its School community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the School curriculum;
- improving the environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. 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 2 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.

1.6. The plan is to be reviewed and updated at least every three years.

2. Schools Aims

2.1. At Roselands Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the School. This is reflected in our School aims, which state that **Roselands Primary School aims:**

- **to provide a safe, secure, stimulating and supportive atmosphere where each child is valued**
- **to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally**
- **to secure an inclusive learning environment and to support individual pupils**
 - i) **with special educational needs**
 - ii) **and / or disabilities**

2.2. 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.

2.3. 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.

2.4. As stated above, Roselands 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:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Roselands Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Roselands Primary School's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other School planning documents and policies.

2.5. 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.

2. **Current Activities: Increasing the extent to which disabled pupils can participate in the School curriculum**

3.1.1 Roselands Primary School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at School. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

2.5.1. The School SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Torbay SEN team, outreach services, health professionals and Educational Psychology Advisory Team, the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

2.5.2. The School's Inclusion Team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

2.5.3. The School works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Portage Workers
- Early Years Advisory Teacher
- Advisory Teacher for Visual Impairment (WESC)
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Mayfield Special School Outreach
- Mayfield Chestnut Outreach
- Educational Psychology Advisory Team
- Torbay SEND Team Advisory Teacher
- CAMHS
- Mental Health Support Team
- GPs and paediatricians
- Bladder and Bowel Nurse
- School Nurse Team
- Families in Grief
- Young Carers
- Other advisory services and charities

2.5.4. The School's governors, teachers, teaching assistants and Lunchtime Leaders have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, eczema, ADHD, diabetes, epilepsy, cerebral palsy
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism

- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. foetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome

2.5.5. Facilities and support currently on offer at the School include:

- Designated areas and support for 1:1 or small-group work
- Inclusion Team consisting of Designated Safeguarding Lead, Family Support Worker, SENDCO and Pastoral Teaching Assistants
- SENDCO
- Trauma informed approach and Thrive based activities in small groups / 1:1
- Nurture room with resources to support sensory and SEMH needs
- Two pastoral spaces utilised by the school's pastoral teaching assistants to deliver sessions to meet individual and group SEMH needs
- Advice, assessment and support from Speech and Language Therapist
- Access to Educational Psychologist
- Makaton sign language
- Access to Mayfield Outreach, Chestnut Outreach, WESC Outreach and Hearing Support Team
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Toe by Toe
- Fine and gross motor skills interventions
- Access to ALL extra-curricular activities and clubs, art enrichment groups, School visits, residential and appropriate risk assessment
- Advice and support from School Nurse Team
- First Aiders (including Paediatric First Aiders)
- Life Skills
- Outdoor learning
- Use of diagnostic assessments to explore barriers to learning (see Local Offer)
- Transition arrangements, planning and support
- Family Support Worker

- 2.5.6. 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.

2.6. Current Actions: improving access to the physical environment of the School

- 2.6.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.
- 2.6.2. There are very few parts of the School to which disabled pupils have limited or no access.
- 2.6.3. The environment is continually enhanced through the School's building maintenance and redecoration programme.

2.7. Current Actions: Improving the delivery of information to persons with a disability

- 2.7.1. School staff are aware of the services available for converting written information into alternative formats.
- 2.7.2. Communication methods for parents and pupils are quality checked and adapted where necessary for accessibility.
- 2.7.3. The majority of communication from school is shared electronically with families; this enables individuals to enlarge text as required.

3. Review and Implementation

- 3.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the Disability Equality Scheme Working Party following consultation with the larger School community, parents and School Council.
- 3.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.
- 3.3. To allow the School to track progress and demonstrate how it is actively fulfilling its duty, a copy of the School's previous plan is attached in Appendix 1 alongside the School's current plan for in Appendix 2.
- 3.4. The actions have been shaded as follows:
- GREY for actions that are complete
 - ORANGE for actions that are to be carried over to the next action plan

- GREEN for actions that are complete but require ongoing activity
- 3.5. Information on how to view this plan is included in the School Prospectus and on the School's website.

Appendix 1 Prior Accessibility Plan

Access to the Curriculum					
Priority	Lead People	Strategy / Action	Cost/Resources	Timeframe	Success Criteria
Develop alternative provision for pupils with complex SEND needs	HT SENDCO	<ul style="list-style-type: none"> - apply for capital bid funding to create and resource a Nurture Provision room for highest need SEND children - Variety of sensory and SEMH resources to be ordered - SENDCO to design aims, guidance and timetabling for staff to implement sessions - SENDCO to provide Nurture Provision training for all 1:1 and pastoral staff 	Quote sent to SEND department - £6,000	One term	Children with the highest and most complex SEND needs in school will have access to regular Nurture Provision sessions that will help support their sensory and SEMH needs through alternative practise and resources.
Ensure that lessons provide equal opportunities for all pupils.	HT	<ul style="list-style-type: none"> - Monitoring via lessons observations, learning walks, book looks - Pupil Progress Meetings with staff to discuss PP, SEND and disadvantaged children - Staff CPD to focus on pedagogy, learning environments and teaching strategies 	Time	Monitoring termly ~ ongoing	<p>Lessons address a variety of learning styles and are differentiated appropriately.</p> <p>Interactive whiteboards are used to involve children and use a coloured background to support access for visually impaired children Use of pale coloured paper for worksheets.</p>

<p>Use co-operative learning strategies across the school to ensure that all learning opportunities are inclusive.</p>	<p>HT</p>	<ul style="list-style-type: none"> - Monitoring via lessons observations, learning walks - Pupil Progress Meetings with staff to discuss PP, SEND and disadvantaged children - Staff CPD to focus on Cooperative Learning 	<p>Time</p>	<p>Monitoring termly ~ ongoing</p>	<p>There will be a clear balance of independent, group and co-operative learning opportunities for all children.</p> <p>All children will be fully engaged in their learning.</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p>	<p>HT</p>	<ul style="list-style-type: none"> - Monitoring via lessons observations, learning walks, book looks - Staff CPD to focus on learning environments and engagement - Staff Handbook to instruct and guide staff with learning environments 	<p>Furniture Costs?</p>	<p>Ongoing</p>	<p>Individual pupil's needs are met in the classroom environment and all pupils are able to work independently as far as possible.</p>
<p>Ensure all pupils have access to physical activities through providing support and a wider range of resources.</p>	<p>HT SENDCO</p>	<ul style="list-style-type: none"> - SENDCO to analyse need across the school each term and provide resourcing to support physical activities e.g. gross motor sessions, fine motor resources etc. - Clubs to be accessible to all. Head of School and SENDCO to organise staffing to support individual needs during After School Clubs - Parent Voice questionnaires to gauge parents view on accessibility of clubs and 	<p>Time Equipm ent £200</p>	<p>Monitoring termly ~ ongoing</p>	<p>All children to take part in PE lessons. Children requiring additional help to access PE will be supported.</p>

		SENDCO / Head to act on feedback			
Ensure school visits are accessible to all children.	HT CG	<ul style="list-style-type: none"> - Phase teams to conduct risk assessments and potential site visits where necessary before - CG to oversee risk assessments and work alongside SEND to ensure all aspects of accessibility have been considered 	Time	Ongoing	All children are able to participate in school visits irrespective of attainment or impairment
Ensure the school is able to accommodate the needs of SEN admissions.	SENDCO	<ul style="list-style-type: none"> - SENDCO to meet with previous settings, parents and wider practitioners ahead of SEND admissions - SENDCO and Head teacher to review EHCPs of new admissions and create an offer of support discussed with parents and SEND department (where there is an EHCP) - Additional staffing to be consider to support high SEND need - SENDCO to work alongside teachers to ensure they are equipped to meet the individual needs of new SEND 		Ongoing	Effective communication between SENDCO, admin staff and teachers regarding information about new admissions to the school. Staff are able to provide the necessary support to students with SEN.
Access to the Physical Environment					
Priority	Lead	Strategy / Action	Cost/	Time	Success Criteria

	People		Resources		
Continually review the physical access arrangements of the school building	HT	<ul style="list-style-type: none"> - Head Teacher, SENDCO and Site Manager to complete Accessibility Audit - Site Manager to complete daily checks of the schools site to ensure safety and accessibility for all is complaint 	Time	ongoing	Everyone will be able to access the school building and grounds. The school complies with DDA regulations giving accessibility to disabled users.
Visibility lines on external steps?	Site Manager	<ul style="list-style-type: none"> - Head Teacher and site manage to arrange for lines to be installed on external steps 	30.00	As soon as possible	All children and adults able to see clearly to access site
Review outdoor lighting to highlight the external steps	Site Manager	<ul style="list-style-type: none"> - Head teacher and to arrange for lighting to be adjusted so external steps are highlighted 	200.00	As soon as possible	All children and adults able to access site safely
Improve the car parking facilities to ensure that there is designated parking for disabled users of the school.	Site Manager	<ul style="list-style-type: none"> - Head teacher and site manage to arrange for a disabled parking space to be created in the car park to ensure easy accessibility for parents and children with disabilities 	200.00	As soon as possible	There will be clear designated parking close to the school entrance for disabled users.
Access to Written Information					
Priority	Lead People	Strategy / Action	Resources	Timeframe	Success Criteria

<p>Review the availability of written materials in alternative formats</p> <p>Arrange to make copies of school prospectus and letter alternative media available on request.</p>	Admin staff	<ul style="list-style-type: none"> - All policies, letters, and school documents to be made available electronically so that font can be enlarged and dictation software can be used to access it. - Head teacher to look into alternative formats that can help translate school documents into different languages 	£50	Ongoing	<p>Prospective parents with disabilities are able to obtain information about the school.</p> <p>Parents of new pupils are to be made aware that they can request letters, newsletters etc in different formats, or that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.</p>
<p>Provide information that is easily accessible and easily understood by all.</p>	Head	<ul style="list-style-type: none"> - Head of school to review any paperwork that is being sent out to families to ensure it is clear and accessible - All policies, letters, and school documents to be made available electronically so that font can be enlarged and dictation software can be used to access it. - Head teacher to look into alternative formats that can help translate school documents into different languages 	Time	Ongoing	<p>All parents to be able to access school information. School information is written in easily understood language. All parents to know that the staff within the front office will be able to help and support them, complete forms for them and to use this service when needed</p>

Appendix 2: Current Accessibility Plan

Access to the Curriculum					
Priority	Lead People	Strategy / Action	Cost/Resources	Timeframe	Success Criteria
Continue to develop inclusive, quality first teaching within a mastery approach to the curriculum.	All teaching staff	- Coaching and support for teachers on adapting and personalising the curriculum for pupils with additional needs, through in-school monitoring arrangements and staff training.	Staff meeting	Sept 24 - ongoing	<p>Increased access to the curriculum for pupils with additional needs.</p> <p>Needs of all learners met within reasonable adjustments and appropriate adaptations. Lesson observations show that all children make progress within lessons.</p> <p>Pupil data shows that all pupils make good progress</p>
Parental and pupil feedback (c.f. SEN Audit)	SENCO	Questionnaire / consultation with parents of pupils with SEND.	Leadership time	Annually	Feedback used to inform future priorities and school improvement.
Audit access to extra-	SENCO	Questionnaires completed and analysed regarding	None	Annually	Audit completed and findings implemented to ensure that participation in extra- curricular activities for pupils with SEND is in line with peers.

curricular activities		pupils with SEND's participation in extra - curricular activities.			
Support of children's mental health	Inclusion Team	Engage with Torbay Mental Health worker project to support children and their families who are affected by mental health.	Time	Sept 21	Mental health of targeted children is managed effectively and/or improves through direct intervention with child and/or their family which, in turn, improves access to the curriculum and progress.

Access to the Physical Environment					
Priority	Lead People	Strategy / Action	Cost/ Resources	Time	Success Criteria
Visibility lines on external steps?	Site Manager	- Operations Manager and site manager to arrange for lines to be installed on external steps	30.00	Summer 25	All children and adults able to see clearly to access site
1	Premises	Paint visibility lines on any – decking areas steps	50.00	Summer 25	as above
1	Premises and WV	Order sign with office number to ring for access to put on gate by intercom	50.00	Spring 25	as above
2	Premises	Price up some chairs with armrests for staff areas and classrooms	500.00	Easter 2025	Actioned – red chairs provided
1	Office and WV	Signage needed at lower eye level for wheel chair users at Reception area - also investigate braille signage	50.00	Summer 25	as above

Access to Written Information					
Priority	Lead People	Strategy / Action	Resources	Timeframe	Success Criteria
<p>Review the availability of written materials in alternative formats</p> <p>Arrange to make copies of school prospectus and letter alternative media available on request.</p>	Admin staff	<ul style="list-style-type: none"> - All policies, letters, and school documents to be made available electronically so that font can be enlarged and dictation software can be used to access it. - Head teacher to look into alternative formats that can help translate school documents into different languages 	£50	Ongoing	<p>Prospective parents with disabilities are able to obtain information about the school.</p> <p>Parents of new pupils are to be made aware that they can request letters, newsletters etc in different formats, or that information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.</p>
<p>Provide information that is easily accessible and easily understood by all.</p>	Head	<ul style="list-style-type: none"> - Head of school to review any paperwork that is being sent out to families to ensure it is clear and accessible - All policies, letters, and school documents to be made available electronically so that font can be enlarged and dictation software can be used to access it. - Head teacher to look into alternative formats that can help translate school 	Time	Ongoing	<p>All parents to be able to access school information.</p> <p>School information is written in easily understood language.</p> <p>All parents to know that the staff within the front office will be able to help and support them, complete forms for them and to use</p> <p>this service when needed</p>

documents into different
languages