



Accessibility Plan

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1. Introduction

Everyone at Rushcliffe School will be given the chance to shine brightly.

Rushcliffe School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 4th November and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support all our pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities to ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SEND all schools have a duty to audit access their buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

At Rushcliffe School, pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head teacher and the SENCo to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary



- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the head teacher in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school



Signed by

_____ Headteacher Date:

_____ SENCo Date:

_____ School Governor Date:

Priority Ratings

Priority A:

Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B:

Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C:

Where action is recommended within 12 - 24 months to improve access.

Priority D:

Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

KEYS FOR COSTS

Budget costs have been included in the form of bands.

N - None M - Minimal OG - Ongoing Maintenance ST - Structural Change



Accessibility Plan for Rushcliffe School November 2015

Item	Areas	Recommendation	Priority A	Priority B	Priority C	Keys for costs	Target date	Date Achieved
1.	Disabled Car Parking	Install signs in front of the accessible bays which are situated in front of the sixth form building.		X		M	2016	
2.		Mark out safe walkway paths for pedestrians in the car park areas.	X			M	2016	
3.	Outside Ramps and Steps	Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	X			N	OG	
4.		Ensure worn stair and steps nosings are renewed as part of your ongoing maintenance programme.		X		M	OG	
5.	Entrances	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to most of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors. Install automatic entrance doors if the budget permits.	X			N	OG	
6.	Reception	Ensure that a variety of seating is made available in the reception area and in the staff room.		X		N	2016	
7.		Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible.	X			M	OG	
8.		Ensure that corridors are kept clear and circulation routes should be kept clear of obstructions, such as sports equipment, deliveries, and stationery.	X			N	OG	



9.		Ensure that the lettering is in lower case on all signage in the school as there are some places where signs in uppercase have been used.		X		M	OG	
10.	Classrooms	In specialist rooms ensure that there are facilities available for pupils in wheelchairs such as adjustable benches, lower working areas etc.		X		M	2016	
11.		Encourage the use of Smart Boards as they enhance the pupil experience, especially for pupils with SEND.		X		M	OG	
12.	Doors	Ask the caretaker to check every door for noise levels regularly and adjust accordingly when necessary	X			N	OG	
13.	WC's provision for disabled users	Put signs indicating the location of the accessible toilets.	X			M	2016	
14.		Ensure that disabled toilet doors are signed.	X			M	2016	
15.		Arrange disability awareness and etiquette training and some form of basic manual handling training for appointed members of staff. Ask cleaning staff to ensure that the emergency alarm cords are hanging free.	X			M	2016	
16.		Install and ensure that the coat hooks are at a suitable height so that they can be easily reached by a person in a wheelchair.		X		M	2016	
17.		There is no grab bar on the door of the disabled toilet in Block A. It is also recommended to fit a mirror at the correct height.		X		M	2016	



18.	Means of Escape	Remove any obstructions on escape routes daily	X			N	OG	
19.		Ensure fire doors are in working order and there are no obstructions on the outside	X			N	OG	
20.		Provide wheelchair handling training to teachers and caretakers	X			M	OG	
21.		An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	X			N	OG	
22.		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	X			N	OG	
23.	Outdoors	Purchase a suitable outdoor picnic table for wheelchair users.		X		M	2016	