

# RHPS - ACCESSIBILITY ACTION PLAN 2023 - 2026

Three Year Cycle covering...		
<b>Year 1</b> 23-24	<b>Year 2</b> 24 - 25	<b>Year 3</b> 25 -26

Target	Tasks	Target completion			Outcome/Review Evaluation (Reviewed annually)
		Year 1 23-24	Year 2 24 - 25	Year 3 25 -26	
<b>Physical environment</b>					
Not all schools are fortunate in that they occupy modern accommodation which is fully DDA compliant. The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.					
To optimise classroom layouts and organisation to support learners who: (a) have a disability. (b) are dyslexic. (c) have complex learning needs. (d) are deaf or hearing impaired. (e) need cognitive overload to be reduced.	<input type="checkbox"/> Audit of all teaching spaces within the school. <input type="checkbox"/> Removal of furniture which is redundant. <input type="checkbox"/> A general class design shared with all staff which maximises learning space and enables ease of movement around the room - designed with ToD, SENCo, DHTs to address all needs. <input type="checkbox"/> PD on dyslexia friendly classrooms. <input type="checkbox"/> PD on organising the classroom for those with Complex needs. <input type="checkbox"/> PD delivered by ToD to all staff about how deaf children can be positioned in the classroom for best impact. <input type="checkbox"/> PD on reducing Cognitive overload in the classroom.			✓	

<p>To ensure that dyslexic-friendly text is used on:</p> <p>(a) interactive whiteboards  (b) class displays  (c) worksheets and reading materials.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Guidance shared with staff on the schools chosen Dyslexic Font and how interactive whiteboards should be set up.</li> <li><input type="checkbox"/> Guidance shared with staff around displays that are put up in school from September 23 onwards.</li> <li><input type="checkbox"/> Guidance shared with staff around how materials should be prepared e.g. additional reading materials used in class to support dyslexic learners.</li> </ul>		✓		
<p>To improve accessibility to the school library for disabled pupils and adults</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Split the current library into two different areas from September 23 onwards.</li> <li><input type="checkbox"/> One library space to remain where it is - the other positioned in old 2C classroom.</li> <li><input type="checkbox"/> Furniture organised so that all shelving can be wheelchair accessible.</li> </ul>		✓		
<p>To improve accessibility to the Year 5 and Year 6 teaching spaces for disabled staff and pupils.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> As the school reduces, retain all classes inside the school building.</li> <li><input type="checkbox"/> Utilise the additional block for the Specialist Units (which have less pupils per class).</li> </ul>			✓	
<p>To reduce noise levels within the dining rooms (due to the acoustics)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Get quotes from providers on options that the school could adopt to reduce the noise within the dining room.</li> <li><input type="checkbox"/> As the school shrinks in pupil numbers, greater spacing of the children accessing / arriving at the dinner hall. Re-timetable this in... reduce numbers within the dining room during any specific time.</li> <li><input type="checkbox"/> Continue to utilise the Lunch club positioned outside the Thrive Room.</li> </ul>		✓		
<p>To check that pupils and adults have desks and furniture which are the correct height and sizes.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Site staff to read the guidance on the correct height and size of desks etc for all pupils.</li> <li><input type="checkbox"/> Carry out a site survey to check that desks and chairs are in the correct classrooms.</li> </ul>		✓		

	<input type="checkbox"/> Use the desks etc from the newly spare classrooms to redistribute desk and chairs accordingly.				
To reposition the technology (especially the visualisers) within the classroom to ensure that staff are facing children at all times... beneficial to all but most beneficial to our lip readers.	<input type="checkbox"/> ICT team to explore the set up and technology in each room. <input type="checkbox"/> Where possible, reorganise the classrooms who have the furniture and cabling to do so. <input type="checkbox"/> Order furniture for the classrooms which prevents us from making the adjustments. <input type="checkbox"/> Order cabling for the classrooms which need recabling. <input type="checkbox"/> Complete all rooms within the time frame.			✓	
To provide appropriate signage (visual) to navigate around the building especially in areas where blockages are likely.	<input type="checkbox"/> Print signage and place in specific points around the building to demonstrate the correct flow of pupil movement. <input type="checkbox"/> Signage that reminds children to walk more slowly around the building.	✓			
To ensure the fire alarm system is both auditory and visual.	<input type="checkbox"/> Installation of flashing lights to accompany the alarm.		✓		
To ensure that wheelchair users can exit the school safely.	<input type="checkbox"/> Explore options – for pupils in wheelchairs to exit the building without an adult. <input type="checkbox"/> Issue with the old style doors which are part of the listing - explore alternative options. The could be replaced as part of the CiF bid. <input type="checkbox"/> In the interim, allocate classes which contain disabled pupils to the classrooms which are already completely accessible.		✓		
To increase the ability of staff and children to interact and communicate with our signing children.	<input type="checkbox"/> Weekly BSL lessons carried out in every class. <input type="checkbox"/> Signing taught in assembly. <input type="checkbox"/> Staff are given key signing training at the start of the academic year if there is a BSL child within their class.		✓		

<p>To smooth over uneven areas in the playground – Any changes in levels are clearly marked.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-paint / paint white lines to mark level transitions.</li> <li><input type="checkbox"/> Section of areas which are problematic.</li> <li><input type="checkbox"/> Get quotes for problem areas and get these permanently corrected.</li> </ul>			✓	
<p><b>Education &amp; related activities</b> The school will seek and follow the advice of external specialist support services, such as specialist teachers, advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts in order to ensure that disabled students have equal access to the curriculum and equal opportunity to meet challenging targets.</p>					
<p>To ensure staff have greater awareness of the ways in which to teach and support pupils who:</p> <ul style="list-style-type: none"> <li>(a) have a disability.</li> <li>(b) are dyslexic.</li> <li>(c) have complex learning needs.</li> <li>(d) are deaf or hearing impaired.</li> <li>(e) need cognitive overload to be reduced.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PD on supporting Dyslexia in the classroom.</li> <li><input type="checkbox"/> PD on software and computing tools which can support dyslexia.</li> <li><input type="checkbox"/> PD on supporting different children with Complex needs.</li> <li><input type="checkbox"/> PD delivered by ToD to all staff supporting Deaf and hearing impaired children in the lessons.</li> <li><input type="checkbox"/> Follow all the above up with information guides for all staff to refer back to.</li> <li><input type="checkbox"/> Support provided from SENCO and the new SEN support team working across the school.</li> </ul>	✓ c,d	✓ a, b, e		
<p>To ensure that lessons provide opportunities for all pupils to achieve by:</p> <ul style="list-style-type: none"> <li>(a) making adaptations to the activities.</li> <li>(b) being clear about the curriculum the pupil is following.</li> <li>(c) knowing the start points of all children and the barriers to their learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning support provided by SLT during PPA sessions.</li> <li><input type="checkbox"/> Curriculum lead to work with subject leaders and SENCO to ensure that considerations are made to the curriculum for specific pupils.</li> <li><input type="checkbox"/> Assessment lead to ensure that assessment is accurate and useful in helping staff to identify start points.</li> <li><input type="checkbox"/> OPP are more accurate in capturing the needs of specific pupils and the best way to provide support.</li> </ul>			✓	

<p>To ensure staff have a strong understanding of the deaf children in the school and how they learn inc. the mental effort needed for lip reading.</p> <p>To ensure staff have an understanding of the challenges faced by deaf children in school and in everyday life.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PD delivered by ToD</li> <li><input type="checkbox"/> Support provided during planning sessions and follow lesson observations.</li> </ul>	✓			
<p>To ensure that all children are able to access all lessons. E.g. Deaf children to access music, drama etc E.g. Disabled children to access P.E.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ToD and SENCo to check that all children under their departments are accessing the entire curriculum.</li> <li><input type="checkbox"/> Subject leaders and year group leads to pre-empt occasions where it may be difficult for children to access the curriculum and then proactive plan to overcome these challenges.</li> </ul>	✓			
<p>To explore greater use of ICT in order to increase accessibility for pupils who: have a disability.</p> <ul style="list-style-type: none"> <li>(a) are dyslexic.</li> <li>(b) have complex learning needs.</li> <li>(c) are deaf or hearing impaired.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Computing Lead and SENCo to explore current technologies being used to support learning in the classroom.</li> <li><input type="checkbox"/> ICT team to check that the school has the software loaded on the appropriate devices.</li> <li><input type="checkbox"/> PD offered to those staff who need to support children in class using the technology.</li> </ul>		✓		
<p>To ensure that all visits are made accessible to all pupils</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Class teachers and Year group leads to work closely with the DHT to ensure that, through forward planning, all trips are accessible for all pupils.</li> </ul>	✓			
<p>To ensure that the Speech and Language Unit and Hearing Specialist Base have clear programmes and intents that ensure we have the highest of expectations for pupils but also craft a curriculum that gives them what they need to be successful in life.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intents written for these specific departments.</li> <li><input type="checkbox"/> Curriculum decisions made and agreed to ensure that these children move on to their new provision with a greater chance of future success.</li> <li><input type="checkbox"/> Curriculum in place is ambitious, takes into account their learning challenges, but also</li> </ul>		✓		

	skills them up with what they need for the future.				
To ensure that school staff have high expectations for those with complex learning needs.	<input type="checkbox"/> Utilising ECHPs and discussions about where their next transition will be, bespoke curriculums are written to ensure that those with complex needs receive a curriculum that fits to their needs but is carefully mapped and is progressive towards an ambitious end goal.		✓		
To conduct an audit of current pupil needs/SEN register  To assess the children who are expected to arrive at the school in the next academic year.	<input type="checkbox"/> Review of specific needs of pupils living with a disability and staff training to meet those needs. <input type="checkbox"/> Meet with transition schools (in) to ensure that any accessibility decisions are made prior to the arrival of these children.	✓			
To continue to improve the accessibility and information provided to deaf families.	<input type="checkbox"/> Teacher of Deaf to work with Deaf parents to explore ways to communicate with the school more effectively and gain access to the building.	✓			
To modify the layout and displays to promote the participation and independence of all pupils.	<input type="checkbox"/> Training for all teachers on signing etc. <input type="checkbox"/> Provide information on setting up the classroom to reduce the impact of different disabilities e.g furniture layout, colour schemes, use of visual timetables, availability of quiet space, contrast on IWB etc. (see above		✓		
To use specialised equipment to benefit individual pupils and staff.	<input type="checkbox"/> Clicker 9 for pupils with recording difficulty. Laptops and tablets. <input type="checkbox"/> Training of touch-typing skills using 'Nessy Fingers'. <input type="checkbox"/> Sloping writing boards for VI and PD pupils. <input type="checkbox"/> Special pencils and pens for pupils with grip difficulty. <input type="checkbox"/> Coloured overlays for pupils with visual difficulty.	✓			

	<input type="checkbox"/> Sound recording equipment for those pupils who find writing answers difficult.				
To ensure that equipment used during lessons and by play leaders enables access for disabled pupils.	<input type="checkbox"/> Complete audit of the PE equipment available for use. <input type="checkbox"/> Exploration of other equipment that could be utilised to support those who need it.		✓		
To ensure that all out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	<input type="checkbox"/> Review all out-of-school provision to ensure there are no barriers which prevent children accessing it. <input type="checkbox"/> Where there are barriers... school proactively explores ways to overcome these barriers.			✓	
<b>Provision of information</b> The school will make itself aware of, and where practicable make use of, local services for providing information in alternative formats when required or requested.					
To ensure that alternative formats are available when specifically requested.  To ensure that key languages spoken within the school are translated for parents.	<input type="checkbox"/> The school will make itself aware of the services available for converting written information into alternative formats and will promote the availability in different formats when specifically requested. <input type="checkbox"/> School will identify the key languages spoken in the school and translate important documents into those languages using staff who speak the language within the school community / trust.		✓		
Information for parents – ensure that Brochures, Newsletters and other information for parents are produced in accessible formats when specifically requested.	<input type="checkbox"/> As above. Staff will endeavour to ensure that written materials are written in such a way that they can be read and understood by all. <input type="checkbox"/> Visuals will be added when requested or deemed appropriate. <input type="checkbox"/> All languages for website available. <input type="checkbox"/> Interpreters available on request.			✓	