

**Roche CP School**  
**Accessibility Plan 2025**

This Access Plan cross references to the School's Policies for Special Educational Needs.

This access plan is focused on short, medium and long term targets which will be reviewed by the LMC and SENDCO.

The school will comply with the requirements of the Disability Discrimination Act.

In the long term the intention is to ensure that the school is wholly accessible in curricular, premises and communication terms to all the people who may be served by it. To this end we will focus on all strategies which will aim to overcome some of the barriers to learning or participation experienced by disabled people served by or serving the school.

Should any prospective child or member of staff be in need of premises adaptation the LMC will inform the Trust and LA immediately.

The attached annexes outline the initial short, medium and long term targets which are designed to assist us towards our stated objective.

John Burnett

Chair of LMC

Annex 1 – Accessible Schools – Identifying Barriers to Access – How does the school deliver the curriculum?

Annex 2 – Accessible Schools – Identifying Barriers to Access – Is the school designed to meet the needs of all pupils?

Annex 3 – Accessible Schools – Identifying Barriers to Access – How does the school deliver materials in different formats?

Annex 4 – Accessible Schools – Action Plan

<b>Accessible Schools – Identifying Barriers to Access. How does the school deliver the curriculum?</b>		
1.1 Do you ensure that teachers and teaching assistants	yes	Training needs regularly reviewed. Specific training is identified for adults working with specific

Have the necessary training to teach and support disabled pupils?		
1.2 Are your classrooms optimally organised for disabled pupils?	yes	Each classroom is assessed for suitability and reorganised to suit a pupil's needs where required. Disabled children have individual workstations within class where appropriate.
1.3 Do lessons provide opportunities for all pupils to achieve?	yes	Lessons are differentiated for need. Resources such as Nessesy, I pads, coloured overlays, large format texts are implemented to support learning needs. One to one support is an aspect of intervention
1.4 Are lessons responsive to pupil diversity?	yes	Lessons take in to account the diversity of the cohort.
1.5 Do lessons involve work to be done by individuals, pairs, groups and the whole class?	yes	Lessons are varied across the entire curriculum. A variety of strategies are used in order to make learning interesting engaging and varied. Mixed ability grouping is a feature of learning.
1.6 Are all pupils encouraged to take part in music, drama and physical activities?	yes	Wherever possible all pupils take part in all activities. Examples of exceptions; where a child has a sensory issue that means that music is challenging.
1.7 Do staff recognise and allow for the mental effort expended by disabled pupils, for example using lip reading?	yes	Training is reviewed and staff are kept informed of all new teaching methods. Consideration is always given to the additional mental effort required. Selected staff have had basic Makaton training. Disabled children may take movement breaks and have their curriculum broken down in to smaller components to suit thinking spans.
1.8 Do staff recognise and allow time for the additional time required by some disabled pupils to use equipment in practical work?	yes	Extra time is given during lesson time and additional assistance is applied for applied for when taking external examinations.
1.9 Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	yes	The need for staff training is reviewed for each pupil. Physical activities are often adapted by one to one support to include children.

1.10 Do you provide access to computer technology appropriate for students with disabilities?	yes	School employs a range of software packages to support needs. Specific laptops are assigned for SEN and two instances are assigned for support for disabled children. Children in Years 5 and 6 have individual iPads
1.11 Are school visits made accessible to all pupils irrespective of attainment or disability?	yes	Individual risk assessments are performed for disabled pupils. School visits are planned to be inclusive. Attainment will not be a contributing factor.
1.12 Are there high expectations of all pupils?	yes	All children have targets which are regularly reviewed and reset. Parents are informed of these targets through Parent/Teacher interviews and consultations. Individual Education plans and SMART targets are also set for some children.
1.13 Do staff seek to remove all barriers to learning and participation?	yes	Personalised Learning is promoted as well as inclusion. Staff work to pre-empt inclusion issues and find solutions.
<b>Accessible Schools – Identifying Barriers to Access.</b> <b>Is the School designed to meet the needs of all pupils</b>		
2.1 Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	yes	All areas of the school are accessible. The school has a newly refitted disabled access toilet facility. All rooms are accessible including the teaching kitchen. There are no internal steps. The outdoor learning environments have been designed to be accessible for all children.
2.2 Can pupils who use the wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	yes	However school would have to consider the ease of opening of doors for a child in a wheelchair as some of the older internal doors may be too heavy.

2.3 Do children have access to a sensory room?	no	School has a sensory room.
2.4 Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	yes	
2.5 Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with visual and auditory components?	yes	Disabled pupils have one to one support in the event of an evacuation. All staff have regular training in Fire Evacuation Procedures.
2.6 Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	no	School has no vision impaired children at present. Adaptations would have to be made if this became the case.
2.7 Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	no	We have not been made aware by Occupational therapy or other agencies of décor that could be considered confusing. All DDA requirements to be considered when re-decoration takes place.
2.8 Are areas to which pupils should have access well lit?	yes	Lighting is good throughout the school and well maintained
2.9 Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment etc.?	no	This would be taken in to consideration based on the needs of the individual.
2.10 Is furniture and equipment selected, adjusted and located appropriately	yes	Considered as part of Health and safety walks and assessments.
<b>Accessible Schools – Identifying Barriers to Access</b> <b>How does the school deliver materials in other formats</b>		
3.1 Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils	yes	The school endeavours to provide all information and forms in whatever format is needed (upon request). Makaton signing used where required.

who may have difficulty with standard forms?		
3.2 Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	yes	One to one workers adapt information to make it accessible for disabled children as required.  A range of presentation methods are used by all teachers in all classes to deliver learning.
3.3 Do you have the facilities such as ICT to produce written information in different formats?	yes	As required
3.4 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	yes	Staff are regularly updated on changes in practice and attend training courses and resources made available.

Action plan derived from Access plan audit 2025				
reference	objective	Identified action	Timescale/ actioned by	evaluation
2.2	Assess corridor doors and there suitability for children in wheelchairs. Do the door closers facilitate easy opening and closing? DDA compliant?	2 fire doors are to be fitted with push bar opening systems to enable disabled pupils to open them	On estates action plan for 2025	
2.4	Improve disabled parking	Governors requested quotes to install two new disabled access bays. Autumn 2015. Consider reassigning existing parking bays and establishing new markings	Governors to make a decision by summer 2016	This proved not to be possible with the present configuration of parking. Blue badge parking is available in two spaces in front of the school house.

		near to the school house and ramped pavement.		
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