

Rossington St Michael's CofE Primary Accessibility Plan 2025

Access already in place:

- One disabled toilet suitable for wheelchair users or users with walking aids: accessible to both adults and children.
- Personal Emergency Evacuation Plans are in place for vulnerable pupils who may require additional support exiting the premises.
- Staff have expertise and skills in de-escalation, managing crisis behaviours of children and young people, supporting children with ASD, supporting communication and interaction difficulties and cognition and learning difficulties.
- ELKLAN training has been disseminated to ALL staff so that everyone knows and understand the barriers to effective communication and have a deeper understanding of speech, language and communication.
- The majority of entrances are flat or are sloped.
- The main fire exit from the hall is flat and accessible with a ramp down to the playground.
- There is one disabled parking space in the car park.
- At least one accessible classroom per phase of school.
- A changing room with a bed and hoist.

Accessibility Plan

DSAT is committed to the view that each child is unique and of infinite value to God.

Definition of Disability 'A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.' Disability Discrimination Act - 1995 *

- Pronouns have been removed from this definition and replaced with gender neutral words.



Main Objectives

- To reduce and eliminate barriers to access the curriculum.
- To have full participation in the school community for pupils, prospective pupils and adult users with a disability.

Principles

This plan has been produced in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It uses the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', which was issued by the DFES in July 2002. Compliance with the DDA is consistent with the school's aims, equal opportunities and the operation of the school's SEN policy.

As a school, we recognise our duty, under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan in performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The school:

- Recognises and values the parent's knowledge of their child's disability and its effect on their ability.
- Respects the parent's and child's right to confidentiality.

The school provides ALL pupils with a broad and balanced curriculum, adapted through the use of reasonable adjustments and differentiated where necessary to meet the needs of individual students and their preferred learning style, by;

- Setting suitable learning tasks.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Endorsing the key principles of the National Curriculum which underpins the development of a more inclusive curriculum.

This plan will contribute to the review of the school development plan and to related school policies including:

- Equal Opportunities
- Teaching and Learning Provision.

Delivery of the Curriculum

Staff receive regular training, in-house and from external agencies, in making the curriculum accessible to all students and are aware of the importance of this training. The school will continue to seek and follow advice from external services such as specialist teachers of SEND and appropriate health professionals from the NHS.

Physical Environment

The school site has been made more accessible to make access easier. We will continue to take account of the needs of our pupils, and prospective pupils, other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments to the site. These considerations include, but are not limited to, access, lighting, acoustic treatment and colour schemes, additional accessible facilities and fittings.

DSAT Vulnerable Childrens' Charter

The school is proud to endorse the wider trust's Vulnerable Children's Charter which takes account of many reasonable adaptations that may be targeted towards specific pupil's needs that are essential to them but are good for all children. A copy of this can be found within the SEND section of the website to view.

Provision of information

The information within this document, as well as other communications from the school, can be made available, on request, in the following formats: email, enlarged print version and printed on alternative coloured papers. We are aware of some services, provided through the LA, that can also provide information in alternative formats upon request.