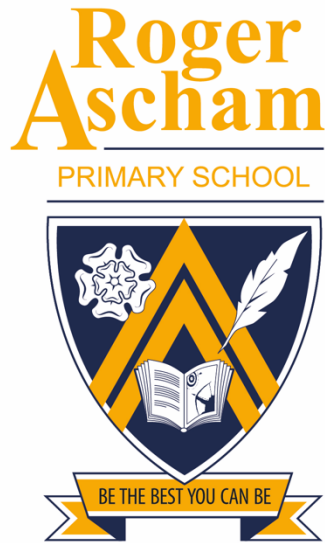


# Accessibility Plan

Roger Ascham Primary School



**Approved by:**

Headteacher

**Date:** March 2024

**Last reviewed on:**

**Next review due by:**

March 2027

## **Roger Ascham Primary School Access Plan**

At Roger Ascham we aim to be an inclusive and welcoming school. We are aware of, and agree with, the principles of inclusion and we work towards being as prepared as possible to accept any child with special needs or with a disability into the school.

We are guided by the National Curriculum Inclusion Statement and our school aim. We work to the following principles:

1. We set suitable learning challenges for all pupils and ensuring that every pupil has the chance to experience success and to achieve as high a standard as possible.
2. We promote pupils' spiritual, moral, social and cultural development and preparing all pupils for the opportunities, responsibilities and experiences of life.
3. We respond positively to the diverse needs that pupils bring to their learning.
4. We create effective learning environments in which pupils can feel secure and in which the contributions of all pupils are valued.
5. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others. Positive images of race, gender and disability will be used wherever possible.
6. We seek to understand pupils' differences, including their different levels of prior knowledge and barriers to learning.
7. We ensure responsive teaching – including modelling, explanations and scaffolding – and high-quality feedback for all pupils.
8. We provide targeted academic support where learning needs are identified.
9. We support pupils to plan, monitor and evaluate their own learning.
10. We use appropriate assessment approaches consistently across the school that are familiar to the children.
11. We seek to overcome potential barriers to learning and assessment for individuals or groups of pupils by providing appropriate resources, visual aids, audio materials or technological aids as required.
12. We encourage pupils to manage their own behaviour effectively and safely through positive behaviour management within a consistent and fair system.

### **Increased access to the curriculum**

Teachers will give every pupil the chance to experience success and to achieve as high a standard as possible. They will do this through the development of pedagogical skills and awareness described in our How Learners Learn policy.

While National Curriculum programmes of study set out what most pupils should be taught in each year, our teachers will teach the knowledge, skills and understanding that allow each pupil to take the next step in their learning as soon as they are ready to do so. Where it is appropriate, adjustments will be made to include materials from an earlier or later key stage.

When planning, teachers have high expectations and provide opportunities for all pupils to achieve: boys and girls; pupils with special educational needs; pupils with disabilities; pupils from all social and cultural backgrounds; pupils of different ethnic groups including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds. Planning considers resources to be provided to enable all children to access the activities fully.

Teachers are aware that pupils bring to school different experiences, interests and strengths that will influence the way in which they learn. They plan teaching and learning so that all pupils can take part in lessons fully and effectively.

### **The Physical Environment**

The governors are committed to inclusion and undertake a regular review of the school site and monitor the rolling programme of repairs and refurbishments with a view to ensuring access as fully as possible.

The school is housed within a nursery, two main buildings and 3 classroom blocks. The school is on one level with entry into most buildings having no more than one step. The classroom block with more than one step has an accessible ramp.

All classrooms are directly accessible from outside without needing to use the corridors. All classrooms are well lit and well resourced.

There are wheelchair accessible toilets in all buildings.

Outside areas are all flat. Playgrounds are divided into different zones to enable all children to feel comfortable and to have access to a safe play space. All play spaces are fully supervised at all times.

### **The Provision of Information in School**

There are a variety of ways that information can be conveyed within the classroom. We will ensure that we make best practical use of expert advice, resources and available technology to support pupils with aural or visual difficulties. Teachers will be trained in ways of supporting neurodivergent pupils.

The school has access to translation services for important documents and interpreters – including BSL - for important meetings.

### **Implementation**

The governors are fully aware of the agenda of inclusion and are committed to supporting it. They require the head teacher to report to them any developments in this area. They give due regard to issues of inclusion in any decision that they make.

Curriculum co-ordinators are required to consider all aspects of inclusion when buying new resources and to ensure that the school is adequately resourced to support all children.

The school has a health and safety representative who conducts regular checks with the school site officer to ensure that all areas of the school are adhering to the health and safety policy. This also includes checking access within the school.

**Review**

This policy is reviewed at least every 3 years. However, it is constantly monitored and reviewed as necessary, particularly if children with different needs join the school.