



ACCESSIBILITY PLAN 2018-2021

RECKLEFORD SCHOOL & NURSERY

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from 2018-2021
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour for Learning
 - School Development Plan
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works

during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. The School Brochure will make reference to access.
10. The School's complaints procedure covers access.
11. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors and by the Headteacher and the SENCO.
12. The school will work in partnership with the local education authority in developing and implementing this plan.

DATE 11.7.18

Reckleford School Accessibility Plan

Improving the Physical Access at Reckleford School

Item	Activity	IMPACT	Timescale	Cost £
ACCESS TO NURSERY IS SAFE	Footsteps lead along the safest route Sign informs of the safe route Gate installed coming out of Nursery to encourage safe route	Parents are aware of how to stay safe when moving around the site	AUTUMN 2018	£350 – gate Signs & footsteps – to be costed
CARPARK is for staff & visitors only	Gates are to be closed at 9.00am and re-opened at 2.45pm A coded padlock may be placed on the gates as an additional safety assessment	Learning is enhanced through outside activities.	SPRING 2019	Nil
Pedestrian Gate fitted with remote intercom release from both CC and School offices. 2 options for parents / visitors	County to assess the safeguarding impact and cost the project and the possible need to raise the fencing. Sign to be placed on main gates explaining where pedestrian entrance is.	The site is more secure during the daytime		Approx £6,000
SIGNING IN & SECURITY – meets safeguarding, fire regs & GDPR	Staff book inside doors on table Visitors book held inside office – no tel. no.s required	Statutory regs met Safe for emergency evacuation	OCTOBER 2018	COMPLETED
SCHOOL GARDEN / FIELD IS A FANTASTIC ACCESSIBLE RESOURCE ALL YEAR ROUND	School to discuss with county how a grassed field can be reinstated on the school site.	Garden use timetabled for all age groups & planned into topics. Children access outdoor learning	By 2020	

Improving the Curriculum Access at Reckleford School

<u>Target</u>	<u>Action</u>	<u>IMPACT</u>	<u>Timeframe</u>	<u>COST</u>
Interventions enable all pupils to access curriculum and make at least expected progress. Learning needs are identified and supported.	SaLT programmes BPVS NFER Sensory profile Learn to Move Boxall profile Memory assessment Dyslexia profile / assessment All in place in school	95% expected progress across the curriculum Staff are skilled to recognise specific difficulties as well as to carry out assessments School accesses learning support as well as EP hours	Summer 2019	
The profile of good attendance is very clear – in line with Article 28 of the UN Convention on the Rights of a Child	Attendance is explicit to all families every week.- outside classrooms Families are challenged for medical evidence once 10 days have been missed. Parents are updated half-termly re:. Parents receive attendance information every half-term. The PFSA sees families whose attendance falls below 92% after the first half-term. Targeted support for children with English as an additional language	Children have good attendance (95%+); their progress is optimised and good habits are in place for the future.	Ongoing. Reviewed at end of each year.	

Children with English as an additional language (EAL) are able to feel part of the school community from day 1 and make rapid progress in acquiring English.	Staff are able to support language development from basic requests and vocabulary to more complex sentences and understanding.	EAL children make good progress in line with all other children from their starting points.	ONGOING – EVIDENCED AT THE END OF EACH YEAR	Additional Teaching Assistant hours across the school – £3,000 Support for EAL development in the Nursery – Nil (Diversity Voice)
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Improving the engagement of Parents at Reckleford School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	COST
Availability of written material in other languages	Make a list of key documents, including medical / injury letters for parents in Polish Website translator / online TA / Governor time to translate written information including end of year reports	All families will be able to access crucial information regarding their children's health, progress and class and school activities.	ONGOING	Within staffing budget
All parents will attend meetings with teachers and the SENCO <u>Parents will support their children's learning at home and have clear understanding of</u>	Translator available for some families for meetings Clear written information of when meetings will be held Clear expectations from HT and teachers that parents will attend (tone of letters, newsletters, verbal encouragement, reminders and HT involved in following-up missed appointments)	Minimum 95% parental attendance at meetings. Children's learning is supported and optimised at home (all children progress on the Reading Rainbow, 100% homework received) Parent questionnaires show improved confidence	ONGOING	Administration time in letters, texts and posters (within staffing budget)

<p><u>their children's next steps</u></p>	<p>Positive feedback to parents on meetings Reading reward scheme will place more responsibility on parents reading with their children. Reward system will be high profile, explicit in all areas of the school and publically rewarded. Homework given high profile in all correspondence, meetings, in class. Teachers will pursue parents when homework is not done. Parents will have better understanding of how their children are taught in literacy and maths and so be able to support their learning with greater confidence. Meetings are purposeful and give clear information on children's attainment, progress and next steps.</p>	<p>in supporting their children's learning</p>		
<p>Parents will be engaged with the PTA</p>	<p>Parents approached to attend meetings and support at events Parent representative for each class selected</p>	<p>Meetings will be attended by class representatives Events will be regularly supported by parents – helping and attending</p>	<p>PTA REPS FOR EACH CLASS</p>	<p>Nil</p>