

Rockcliffe First School Single Equality Scheme Annex 2C - Accessibility Action Plan 2021-2024

Access to Information				
Target	Task/strategy	Timescale	Responsibility	Outcome
Improve availability of written materials in alternative formats	Liaise with EMTAS re language translation services and make use of resources they can provide/recommend. Use Website Translation Tools, and other translation services as appropriate. Use resources produced by agencies such as the PHE which are available in different languages and formats. Engage with Virtual School facilities (for LAC/ Adopted pupils). Seek support with meeting other needs, e.g. providing braille formats, as approp.	Immediately as per need of child and family Ongoing as required/ available. Ongoing as required/ available Engagement no later than ½ term after need identified Ongoing as required/ available	HT/ SLT/ Equality Governor Designated Person for LAC (HT) /	Staff, pupils, parents/carers can communicate more effectively. All pupils are enabled to make at least good progress.
Check that signage is accessible by all school stakeholders.	A review of current signage, both within the buildings and outside, is carried out and any changes/ additions are made.	Reviews: summer 2021 and ongoing. Any new signage to be in place by the end of the autumn term 2021 on.	Governors' Premises Committee Chair & fellow governors/HT	Everyone feels safe and secure on site, e.g. with regard to emergency exit information.
Physical Access				
Target	Task/strategy	Timescale	Responsibility	Outcome
Improve access to all areas of the ground floor for wheelchair users/ those with mobility issues	Complete assessment of current layout and agree action points to improve access, e.g. by relocating fixtures & fittings.	Assessment completed by end of Autumn 2021, priority list drawn up & contractors/ financing sought. Action points addressed by September 2024	Governors' Premises Committee Chair & fellow governors/ Headteacher/ Caretaker	All adults and children who use wheelchairs/ have mobility issues can gain access easily to all areas within the ground floor.
Improve the outdoor area so as to ensure all pupils and adults on site are safe and secure and can access all spaces.	Complete assessment of current layout and agree action points to improve access, e.g. by relocating fixtures & fittings.	Assessment completed by end of Autumn 2021, priority list drawn up & contractors/ financing sought. Action points addressed by September 2024	Governors' Premises Committee Chair & fellow governors/ Headteacher/ Caretaker	All users of the site feel safe and secure in the outdoor spaces and are able to participate in appropriate activities in all areas.
Access to Curriculum				
Target	Task/strategy	Timescale	Responsibility	Outcome
Continue to increase the effectiveness of EAL provision in school – this is especially important as EMTAS will no longer provide classroom support from Sep 2021.	Maintain our emphasis on Quality First Teaching for all pupils right across school. Work closely with EMTAS advisory staff to ensure assessment materials/ teaching & learning resources are effective and lead	All work is ongoing. EAL pupils' needs and progress discussed at regular Nurture Team meetings, attended by HT/SENDCO. Nurture Team meetings for whole staff to take place each half-term.	SENDCO/SLT	Pupils with EAL make at least good progress. Reduction in need for additional intervention in KS2. Any attainment gap with peers narrows by Summer 2022.

	to high quality classroom and Nurture Team support/challenge for EAL pupils. Ensure that appropriate CPD is provided for teachers and TAs. Continue to monitor the progress of EAL pupils each term, adapting practice as necessary & seeking advice re concerns.	EMTAS staff to be requested to lead staff training on an annual basis.		
Continue to increase the effectiveness of SEN provision in school. Ensure that the specific needs of children with disabilities are identified and addressed.	Maintain our emphasis on Quality First Teaching for all pupils right across school. Work even more closely with NTC specialist agency staff to provide effective specialised support for SEND pupils. Ensure that Nurture Team staff work closely with the SENDCo, class teachers and TAs to devise, implement, monitor & evaluate effective programmes of support. Ensure that this support is provided in school by appropriately experienced and trained members of staff. Purchase appropriate resources to ensure children with disabilities can access the curriculum in a safe and fair manner. Implement best practice so as to retain the Dyslexia Friendly School Award.	All work is ongoing. SEND pupils' needs and progress discussed at regular Nurture Team meetings, attended by HT/SENDCO. Nurture Team meetings for whole staff to take place each half-term. Findings shared at SEN reviews/ staff and key stage meetings & during ongoing staff discussions Appropriate training is sourced as soon as a need arises. Resources are in place as soon as possible. Dyslexia Award verification visit June 2024 (most recent visit: June 2021).	SENDCO/SLT	All children in school are safe and secure. Pupils with SEND make at least good progress. There is a reduction in the need for additional intervention in KS2. Any attainment gap with peers narrows by Summer 2022.