



Accessibility Plan



Accessibility Plan

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Review Date	April 2028
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The Rodings Primary Accessibility Plan outlines what steps the school will take to make sure that all stakeholders are able to access the education, services and information that they need to be a successful participant at Rodings.

The information below also outlines the people to contact and the routes to take if accessibility issues are a concern.

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO CURRICULUM</p> <p>Ensure access to technology appropriate for pupils with disabilities.</p>	<p>Prioritised purchasing list for computer technology as required for pupils with disabilities.</p> <p>School staff act on advice from a specialist teacher team.</p>	<p>As required - unless the needs of pupils in school require immediate action.</p>	<p>Up to £500 p.a.</p>	<p>SENCO SLT</p>	<p>Governors</p>	<p>Technology is used successfully so that all children can access the curriculum.</p> <p>Specialist pieces are purchased and used to support learning.</p>
<p>ACCESS TO CURRICULUM</p> <p>Planning reflects the identified areas of need in lesson preparation and delivery.</p>	<p>Individual One Plans are reflected and considered in teachers weekly plans</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school.</p> <p>Purchase of resources to increase student participation.</p>	<p>Ongoing.</p>	<p>Curriculum Action Plans</p> <p>£500</p>	<p>All staff</p>	<p>SLT Governors</p>	<p>Improved access to curriculum for all pupils.</p> <p>Teaching staff have a better understanding of needs so deliver inclusive lessons.</p>

<p>ACCESS TO CURRICULUM</p> <p>Prioritise student participation in school activities.</p>	<p>Ensure student activities are accessible to all students and particular extended visits.</p>	<p>Ongoing.</p>	<p>£500</p>	<p>Governors</p> <p>Headteacher</p>	<p>SLT</p> <p>Governors</p>	<p>Increased participation in school life for students with disabilities.</p>
<p>ACCESS TO CURRICULUM</p> <p>Increase and priorities participation in sport.</p>	<p>PE equipment is purchased that takes into consideration any need, bright ball, easy catch balls, soft gym equipment.</p> <p>With local SSCO and cluster plan and attend inclusion sports.</p> <p>Train staff to include inclusion activities within the PE curriculum.</p>	<p>Ongoing</p>	<p>£500</p>	<p>All staff</p>	<p>Headteacher</p> <p>PE Subject Leader</p> <p>Governors</p>	
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<p>Consider all policies in view of priorities.</p>	<p>Ongoing.</p>	<p>n/a.</p>	<p>Governors</p>	<p>Governors</p>	<p>Access to all aspects of school life for all students.</p>

<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and sites can meet diverse pupil needs.</p>	<p>Check that aids for partially sighted visitors are still clear and don't need repair.</p> <p>Review the building considering the height of functional equipment such as door handles, equipment trays in classrooms etc.</p> <p>Make sure that ramp access means that the majority of the building is accessible to all.</p>	Ongoing.		SLT Governors	Governors	Access to school buildings and site improved.
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.</p>	<p>Plan and allocate classrooms in accordance with pupil needs.</p> <p>Organise resources within classrooms to reflect student needs.</p> <p>Provide quiet/sensory areas within the school.</p>	Ongoing.	£500	SLT Governors	Governors	Appropriate use of resources for diverse needs of pupils with disabilities.

NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats.	<ul style="list-style-type: none"> • Text • E-mail • Website • Class Dojo • Arbor 	Ongoing.	.	SLT Governors	Governors	Information to pupils with disabilities and parents / carers will be improved.
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Consideration must be given to the school's position as regards accessibility.

The school would like to be able to accommodate children with a range of disabilities and has had a range of building adaptations in the past to accommodate a range of needs. The upstairs classrooms are inaccessible to wheel chairs but a downstairs classroom has been adapted to meet the needs of the older pupils. The school would encourage parents to view the buildings and assess for themselves the accessibility required and discuss particular needs with the Headteacher.