



Article 28: All children have a **right** to an **education** which should be free.
Article 29: Education must develop every child's **personality talents** and **abilities to the full**.

ACCESSIBILITY PLAN 2023-26

Headteacher:

Ms. V. May

Chair of Governors:

Mr T. Hind





ACCESSIBILITY PLAN 2023-26

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 2023-26.
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 and safeguarding features 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 non-disabled 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
 - Equality duty
 - 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 Governing Body 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.

Reckleford School Accessibility Plan 2023-26

Improving the Physical Access at Reckleford School

| TARGET | IMPLEMENTATION | IMPACT | Timescale | Cost £ |
|---|--|---|------------------|---------------------------|
| CARPARK is for staff & visitors only | REGULAR MONITORING in the mornings and at the end of the day reinforce correct and safe use Continual reminders in letters, news letters for both school and nursery | Entrance space to the school and nursery is safe and limited to traffic | ONGOING | Nil |
| SIGNING IN & SECURITY – meets safeguarding, fire regs & GDPR | Electronic signing-in system is in place Features enable easy access to staff, visitor and pupil lists in the case of emergency evacuation. | Statutory regs met Safe for emergency evacuation | SEPTEMBER 2022 | £460 + £300 annual upkeep |
| SCHOOL GARDEN / FIELD IS A FANTASTIC ACCESSIBLE RESOURCE ALL YEAR ROUND | Improvements have been made but the red ant problem remains and is significant – professional advice is required to make the space safe and useable. County surveyor (grounds) advice | Garden use timetabled for all age groups & planned into topics. Children access outdoor learning | By end 2023 | £1000? |

Improving the Curriculum Access at Reckleford School

| <u>TARGET</u> | <u>IMPLEMENTATION</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 NELI – YR R Sensory profile Learn to Move Boxall profile / THRIVE Memory assessment Dyslexia profile / assessment Phonic interventions All accessible in school | 95% expected progress across the nursery and school Staff are skilled to recognise specific difficulties as well as to carry out assessments School accesses learning support as well as EP hours | ONGOING | SENCO & HT time YR R NELI intervention may require additional TA time – monitor from September 2021 |
| 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 Expectations of full attendance starts in the nursery. All parents are phoned on day 1 of absence if they have not contacted us. Expectations are already set as part of ‘school readiness’ Families are challenged for medical evidence once 10 days have been missed. Parents whose children have poor attendance are updated half-termly re: letter & report Parents receive attendance information every half-term. The HT or PFSA sees families whose attendance falls below 92% after the first half-term. Class reward system allows regular discussion of attendance and visual reminders in assemblies | Children have good attendance (95%+); their progress is optimised and good habits are in place for the future. | Ongoing. Reviewed daily / weekly / termly / annually by HT & BM & Governors | £0 additional |

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| | and outside each classroom. Targeted support for children with English as an additional language | | | £nil |
| 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 when they have attended for 2 years or more. | ONGOING – EVIDENCED AT THE END OF EACH YEAR | Additional Teaching Assistant hours across the school – PPr & Recovery Grant Support for EAL development in the Nursery – Nil |

Improving the engagement of Parents at Reckleford School

| TARGET | IMPLEMENTATION | IMPACT | TIMEFRAME | COST |
|--|--|---|------------------|--|
| Key material can be translated | Key documents, including medical / injury letters for parents available in Polish Website translator / online EMAS team can provide translations into other languages | All families will be able to access crucial information regarding their children's health, progress and class and school activities. No family will be held back due to limited understanding of English | ONGOING | Within staffing budget EMAS requests costed per request |
| Parents can communicate other than face to face & orally | Parents may email to give absence details and ask questions / make requests / inform Yr2 staff can email families re: homework and home learning Nursery , Yr R and Yr 1 can communicate with families via Tapestry re: homework and homelearning as well as other important 'classroom' communications. | Parents with anxiety & / or mental health problems as well as EAL parents can communicate effectively with the school and nursery | ONGOING | £0 |

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| <p>All parents will attend meetings with teachers and the SENCO</p> <p><u>Parents will support their children's learning at home and have clear understanding of their children's next steps</u></p> | <p>Translator available for some families for meetings</p> <p>Clear written information of when meetings will be held</p> <p>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)</p> <p>Positive feedback to parents on meetings</p> <p>Reading reward scheme will place more responsibility on parents reading with their children.</p> <p>Reward system will be high profile, explicit in all areas of the school and publically rewarded.</p> <p>Homework given high profile in all correspondence, meetings, in class.</p> <p>Teachers will pursue parents when homework is not done.</p> <p>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.</p> <p>Meetings are purposeful and give clear information on children's attainment, progress and next steps.</p> | <p>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)</p> <p>Parent questionnaires show improved confidence in supporting their children's learning</p> | ONGOING | Administration time in letters, texts and posters (within staffing budget) |
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