



ACCESSIBILITY PLAN: RAKE

Approved: 3 May 2023 by the Interim Executive Board
Next review: May 2026



A. Introduction

1. At DVSF we are committed to providing fully accessible environments in our schools, which value and include 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, respect, tolerance and inclusion.
2. The Equality Act, Schedule 10 requires the school to prepare an accessibility plan. This plan should cover:
 - Increasing the extent to which students with a disability can participate in the school's curriculum.
 - Improving the physical environment of the buildings for the purpose of increasing the extent to which students with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school.
 - Improving the delivery to students with a disability of information which is readily accessible to students who do not have a disability.

B. Contextual information

3. The original school at Rake was built in 1883. There have been many additions to the original building, those that were added since 2010 and 2019 have taken into account the needs of people with physical disabilities, including wheelchair access and toilets with access for people with physical disabilities. However there remain some areas of the school that are not currently wheelchair accessible and this plan details the steps we will be making towards reasonable adjustments.

C. Aims

4. Our schools will, where relevant, ensure accessibility of provision for all pupils, staff and visitors. The accessibility plan contains relevant actions to:
 - a. Ensure good access to the **physical environment** of the school, adding specialist facilities as and when necessary. This covers improvements to the physical environment of the school to improve access and physical aids to access education.
 - b. Ensure 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. 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.
 - c. Make reasonable efforts to ensure the appropriate delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, letters and information about the school and school events. The information should be made available in various preferred formats, as appropriate, within a reasonable time frame.

D. Monitoring and Review

5. The accessibility plan will be monitored through the governing body and reviewed every 3 years. The school will work in partnership with the local education authority in developing and implementing this plan.

Rake CE Primary School accessibility plan 2023-2024

Item	Activity	Timescale	Responsibility / cost	Impact / Outcome
PHYSICAL				
Annual review of site accessibility through the Premises Development Plan	Liaise with West Sussex County Council to ensure accessibility is considered as part of the ongoing premises maintenance and development planning process.	Ongoing	Deputy Executive headteacher, governing body	Improved access for all
Raise awareness of the access needs of disabled pupils, staff, governors, parents/carers and visitors	Create access plans for individual disabled pupils as part of the ILP process when required. Be aware of staff, governor and parents' access needs and meet as appropriate. Consider access needs during the recruitment process.	As required through ILPs, recruitment and induction process	Deputy Executive headteacher, SENDCo, governing body	Pupils have access to the full curriculum and staff are aware of pupil needs. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Consider seating, lighting and acoustics in classroom layout	Ensure staff consider seating, lighting and acoustics in classroom layout through our <i>communication friendly classroom award</i>	Ongoing through staff training, review and induction handbook	SENDCo, class teachers	Improved access for all to learning environment
Consider the needs of all pupils when allocating classrooms	Ensure that all pupils can access the Kestrels classroom. If not classroom arrangements will be reviewed.	Annually	Executive Head, SENDCo	Classrooms can be accessed by all pupils.
CURRICULUM				
Increase confidence, skills and knowledge of staff in ensuring the curriculum is accessible to all	Staff training on curriculum access and adaptive teaching.	As required	SENDCo	Raised staff confidence in strategies for adaptation and increased pupil participation
Use of resources, including IT, to support learning appropriately	Staff training and deployment of appropriate IT software	As required	SENDCo/IT leader, IT Technician	Wider use of SEND resources within QFT in the classroom
Positive awareness of disability across the school	Review PSHCE policy, RE policy and Assembly programme to ensure disability awareness is taught effectively and that this has a positive effect upon pupil attitudes and understanding.	Annually	PSHCE leader, RE leader, curriculum governors	Raised awareness across school community
Positive awareness of social, cultural and religious diversity across the school	Review PSHCE policy, RE policy and Assembly programme to ensure that awareness of social, cultural and religious diversity is taught effectively and that this has a positive effect upon pupil attitudes and understanding.	Annually	PSHCE leader, RE leader, curriculum governors	Raised awareness across school community
Full access to trips and extra-	Provide appropriate support to pupils/parents so that all children	Ongoing	Executive headteacher	All pupils able to access all

curricular activities	are able to access out of hours activities and school visits.		Possible costs associated with assistance	educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Ensure activities and resources enable inclusive practice.	As required	PE leader	All pupils will access the PE curriculum and be able to succeed
COMMUNICATION				
Appropriate delivery of written information – to be accessible to all	Adapt written communication to suit needs of staff/parents/carers/ other members of the school community. Review methods to ensure they are appropriate e.g. through annual parent survey	Annually	Executive headteacher, Admin Team, SENDCo	All information is produced in an accessible format
Ensure staff are aware of guidance on accessible formats	Guidance to staff and accessible information	Autumn Term 2023	SENDCo	All information is produced in an accessible format
Languages other than English to be visible in school	Develop range of multilingual signs/displays around the school	Ongoing	All staff	Increased confidence of pupils and parents to access learning opportunities
Provide information in other formats (languages, symbols, large print, braille) for pupils/parents or prospective pupils/parents who may have difficulty accessing standard printed information	Access to translators, sign language, interpreters to be considered and offered if possible	As required	SENDCo/class teachers	Pupils/parents can access information and feel supported and included.
Ensure website is compliant	Ensure that required information is available on the website and is in an accessible format	Ongoing	Deputy Executive headteacher SENDCo	Everyone can access key information about the school