



# Accessibility Plan

POLICY REVIEW AND ADOPTED BY MANAGEMENT COMMITTEE	DATE
REVIEWED:	December 2021
REVIEW FREQUENCY:	Three years
DATE OF NEXT REVIEW:	December 2024
RESPONSIBLE OFFICER / REVIEWED BY:	Headteacher



**DARLINGTON**  
Borough Council

**Accessibility Action Plan  
2021 - 2022**

<b>Name and address of school:</b>	Rise Carr College Eldon Street, Darlington. DL3 0NS
<b>Head Teacher:</b>	Sally Hudson

**Our Actions**

**As a school our priorities are, as set out according to the requirements of the Equality Act 2010:**

**Increasing Access for disabled students to the school curriculum**

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

**Improving access to the physical environment of the school**

This includes improvements to the physical environment of the school and physical aids to access education.

**Improving the delivery of written information to disabled students**

This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and parents preferred formats and be made available within a reasonable time frame.

**Financial Planning and control**

The Head Teacher, Senior Leadership Team and the finance committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

### Accessibility Action Plan

Aspire to improve to do more than the minimum, additional best practice

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Our Governors and staff recognise their duties under the Equality Act 2010	Training for Governors and staff in anti-discriminatory practices to support students full engagement with the values and ethos of the school	Head	Long term	Annual training plan	Updates in response to changes in legislation
School provides all students with a broad and balanced curriculum	Curriculum is differentiated, personalised and age appropriate	All staff	Long term		
School respects students' knowledge and understanding of their disabilities	Staff take into account in their planning and practices students' knowledge and understanding of their disabilities and potential effect on their ability to carry out activities	All staff	Annually		Reviewed with new intake and any movement of students
Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and annually report on this to the Finance and Resources Committee.	Compile a report to the Finance and Resources Committee providing an analysis of results	School Business Manager	Medium term	Ongoing	

Access to the physical environment – Rise Carr College					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
P.E.E.P. in place for identified children as appropriate All staff confident with the P.E.E.P. and how to support identified child in the case of evacuation Named staff for identified children with a P.E.E.P. in place P.E.E.P. to be included with child's ONE Plan	P.E.E.P. (Personal, Emergency Evacuation Plan) to be put in place where necessary Review P.E.E.P. alongside termly ONE Plan review Children to be identified upon admission throughout the year Children to be identified throughout the year by staff	SENCO Identified staff	Short term	Ongoing	
Review of resources available within the ELSA rooms to meet a range of needs	SENCO to review the SEND resources available and the needs they meet SENCO to create a document of suggested resources to support children with a range of needs e.g. ASD, visual impairment, sensory seeking ELSA tutors to work together to create ELSA rooms that meets the needs of a range of children	SENCO ELSA tutors	Medium term	Ongoing	
Continue to develop the physical environment to meet a range of needs	Identified staff to work together to plan a physical environment that meets the needs of a range of children	SLT Identified staff	Long term	Ongoing	
Additional provision over lunchtime for children	Development of a lunchtime club to support students with	Head and all staff	Annually	Ongoing	

who benefit from greater structure and/or a more peaceful environment.	SEMH needs providing both active and quiet spaces				
Minor repairs/adjustments undertaken. Major works planned and undertaken where possible and reasonable adjustments made in the short to medium term	Regular inspection of exterior surfaces, entrances and exits, internal doors, gates, lifts, toilets, lighting and other relevant areas	Head and Caretaker			

Access to the physical environment – Eldon House					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
P.E.E.P. in place for identified children as appropriate All staff confident with the P.E.E.P. and how to support identified child in the case of evacuation Named staff for identified children with a P.E.E.P. in place P.E.E.P. to be included with child's ONE Plan	P.E.E.P. (Personal, Emergency Evacuation Plan) to be put in place where necessary Review P.E.E.P. alongside termly ONE Plan review Children to be identified upon admission throughout the year Children to be identified throughout the year by staff	SENCO Identified staff	Short term	Ongoing	
Review of resources available within the classrooms and sensory room to meet a range of	SENCO to review the SEND resources available and the needs they meet Teacher in Charge to create a document of	Teacher in Charge SENCO ELSA tutors	Medium term	Ongoing	

needs	suggested resources to support children with a range of needs e.g. ASD, visual impairment, sensory seeking Staff to work together to create a sensory room that meets the needs of a range of children				
Continue to develop the physical environment to meet a range of needs	Identified staff to work together to plan a physical environment that meets the needs of a range of children	Teacher in Charge Identified staff	Long term	Ongoing	
Additional provision over lunchtime for children who benefit from greater structure and/or a more peaceful environment.	Development of a lunchtime club to support students with SEMH needs providing both active and quiet spaces	All staff	Annually	Ongoing	
Minor repairs/adjustments undertaken. Major works planned and undertaken where possible and reasonable adjustments made in the short to medium term	Regular inspection of exterior surfaces, entrances and exits, internal doors, gates, lifts, toilets, lighting and other relevant areas	Caretaker		Ongoing	

<b>Access to the physical environment – Clifton House</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
P.E.E.P. in place for identified children as	P.E.E.P. (Personal, Emergency Evacuation Plan) to be put in	SENCO Identified	Short term	Ongoing	

<p>appropriate All staff confident with the P.E.E.P. and how to support identified child in the case of evacuation Named staff for identified children with a P.E.E.P. in place P.E.E.P. to be included with child's ONE Plan</p>	<p>place where necessary Review P.E.E.P. alongside termly ONE Plan review Children to be identified upon admission throughout the year Children to be identified throughout the year by staff</p>	<p>staff</p>			
<p>Review of resources available within the classrooms to meet a range of needs</p>	<p>Teacher in Charge to review the SEND resources available and the needs they meet Teacher in Charge to create a document of suggested resources to support children with a range of needs e.g. ASD, visual impairment, sensory seeking</p>	<p>Teacher in Charge SENCO ELSA tutors</p>	<p>Medium term</p>	<p>Ongoing</p>	
<p>Continue to develop the physical environment to meet a range of needs</p>	<p>Identified staff to work together to plan a physical environment that meets the needs of a range of children within the building constraints</p>	<p>Teacher in Charge Identified staff</p>	<p>Long term</p>	<p>Ongoing</p>	
<p>Minor repairs/adjustments undertaken. Major works planned and undertaken where possible and reasonable adjustments made in the short to medium term</p>	<p>Regular inspection of exterior surfaces, entrances and exits, internal doors, gates, lifts, toilets, lighting and other relevant areas</p>	<p>Teacher in Charge</p>		<p>Ongoing</p>	

Ensuring Inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensuring all policies and procedures encompass respecting and valuing differences	Behaviour policy and procedures Safeguarding policy – all implemented and all staff fully aware	SMT and all staff	Short term	Updated annually	
Promote inclusivity through raising the awareness of the mental health issues across the school and ways in which the school can support staff and learners with these issues.	Survey staff to gain feedback as to health and well- being needs and potential solutions Develop Staff focus groups to highlight key stage specific issues. Monitor risk assessments, the risk register and incident forms and act on major themes, feeding back outcome to the Management Committee	SLT	Medium term	Ongoing	

Access to the curriculum					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Key Workers to take a proactive approach to implementing strategies to support children with additional needs prior to a SENCO referral	SENCO to work with staff to ensure they have the training and skills to identify a child with additional needs SENCO to support staff with the implementation of support guides to apply a range of strategies prior to a child being	SENCO All staff	Short term	Updated annually	



	referred to the SENCO				
To review systems in place to ensure children with additional needs make good progress from their starting point	SLT to identify a clear system to collate progress data for SEND children and cascade this to the relevant staff SLT to identify a timetable to share progress with Staff SENCO to work with Staff, parents and outside professionals to set relevant targets and outcomes for children on a termly basis	SLT SENCO All staff	Medium term		
To ensure all children have access to a wide range of high-quality reading materials, in a variety of media, covering appropriate genres irrespective of race, gender, disability, belief, religion or socioeconomic background'	Whole school book audit to identify the texts in school Identification of any gaps Provide information for staff to ensure they are aware of the current texts available in school and the focus of individual books Purchase new texts where relevant to ensure a range of high-quality reading material for staff, parent and children Learning walks to observe the impact and quality of reading material available in the environment Ongoing book audits	Head SLT Teachers	Long term	Ongoing	
Lessons are appropriately differentiated to ensure the participation of all	Staff training from SENCO eg ASD, Dyslexia, MHFA	SENCO	Annually	Ongoing	

students					
Continual review of students with SEND	Termly review meetings with SENCO to ensure relevant support is in place for the needs of students.	SENCO			
Support provided for individual students' needs in lessons  Classrooms are organised to promote the participation and independence of students	Where practicable a range of teaching methods and styles are used eg use of visual timetables across the schools, who is in our class today timetables, peer tutoring, Review of preferred layout of furniture and equipment to support the learning of all students including personalised work spaces where appropriate	All teaching staff			
Provision of specialist equipment where practicable to support students with disabilities	Use of external agency professionals to advise on equipment for students with disabilities and to source resources that include examples of people with disabilities	All teaching staff			
Educational visits and experiences in and out of school take into account the needs of students with disabilities	When planning educational visits and experiences both in and out of school, the needs of individual students' disabilities are fully considered to ensure that they are able to access a range of such experiences	All teaching staff			

Reasonable adjustments are made during all examinations under the Equality Act 2010.	Assess all relevant students in a timely manner for access arrangements for examinations	SENCO	Short	Annually	
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**Access to information, advice and guidance - statutory**

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All parents/carers and students to have access to written information in the appropriate format	<p>Written information to be provided in alternative formats where necessary</p> <p>Letters to be verbalised to parents with poor literacy skills where necessary</p> <p>The use of an instant verbal translator app to be implemented to support parents with English as an Additional Language in their communication with staff</p> <p>The school website to be used to share information in different formats</p> <p>The school website to be accessible by all by ensuring that alternative formats and different font sizes are available on request</p> <p>The school website to be accessible to parents who have English as an Additional Language by the use of a translator tool</p>	<p>School Business Manager</p> <p>All staff</p>	Short term	Ongoing	
All parents will be able to	For parents to be able to access	School	Medium term	Ongoing	

<p>access information regard their child's progress</p>	<p>meetings if they are unable to attend school due to disability                      For parents' meetings to be held over the phone or for information to be sent home where necessary                      The use of TEAMS and Zoom for parents to attend meetings virtually                      The use of an instant verbal translator app to be implemented to support parents with English as an Additional Language in their communication with staff</p>	<p>Business Manager                      All staff</p>			
<p>Review of systems in place to communicate parental needs to appropriate staff e.g. dyslexia, Asperger's Syndrome and how staff can support communication</p>	<p>Review of how information is currently collated and shared with relevant staff                      System to be implemented to ensure staff are notified prior to a child starting of a parent with additional needs Anonymous questionnaire to be sent to parents around disabilities                      Any identified parental needs may require staff to have additional training                      Information to be shared with parents to promote the awareness/training that staff have to support adults with additional needs</p>	<p>SENCO                      School Administrator</p>	<p>Long term</p>	<p>Ongoing</p>	