Rushcombe First School

Accessibility Plan 2025 - 2028

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1. Introduction

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future children with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

a) increase access to the curriculum
b) improve the physical environment of the school
c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

2. Vision and aims

Our aim is for everyone at Rushcombe First School to feel part of the school community. We are committed to making our school as accessible as possible. We want our children with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our children with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Rushcombe First School, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
    a) the child
    b) persons with disabilities

Our SEND Governor will champion the needs of children with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by children with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of children with a disability.

4. School context

Rushcombe First School is situated in Corfe Mullen in the East of Dorset within close proximity to Poole and Bournemouth. The school is a two-form entry first school for children aged 4 – 9 years. There are currently 315 children on roll and the school is organised into five separate year group with two classes in each.

Rushcombe First School was built in 1972 however there has been significant improvements and additions made to the building over the recent years such as new additional rooms, new flooring and new toilet upgrades. Each year group (Years 1-4) have two separate adjoining classrooms with a shared toilet facility. Our Early Years Foundation Stage is a large open plan base for 60 children. There is an additional teaching room next door. The school has a further teaching room available for group work. The hall is situated in the centre of the school with the classrooms located around it. The school is on one level with no stairs and all year groups have disabled access both internally and externally. In addition, there is a fully equipped disabled toilet.

Our setting benefits from an extensive outdoor environment that is accessible to all children. The grounds include a woodland area and sensory garden with wide accessible paths. Additionally, the adventure playground has wide ramps allowing access to different parts. The playground is on one flat level.

Our aims at Rushcombe First School are:

- To value each child as an individual
- To provide a learning environment which is purposeful, well-planned and stimulating
- To offer a variety of experiences and opportunities so that each child achieves their full potential
- To develop each child's personal qualities necessary to become a successful life-long learner
- To create a community of inquiry in which thinking and reflection is developed
- To create a positive and caring atmosphere in which each child is encouraged to respect and value themselves and others

Please see the school's overall aims on the website for further details: www.rushcombe.co.uk

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our children's progress.

Current information indicates our children have the following areas of need:

Cognition and Learning

- Dyslexia
- Global Delay

Social, Emotional and Mental Health

- ADHD
- Attachment
- Anxiety

Communication and Interaction

- ASD
- Neurodiversity
- Speech, Language and communication

Sensory and Physical Needs

- Visual impairments
- Hearing impairments

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our children's progress.

Where our children have an Education, Health and Care (EHC) Plan, we use the information within this and we have a meeting with the family to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 25/26 academic year, 3.1% of our children were regarded as disabled under the Equality Act 2010.

Under the Equality Act 2010, children are considered disabled if you have a physical or mental impairment that has a "substantial" and "long-term" negative effect on your ability to do normal day to day activities.

Within our school community, we have the following area of need:

- Attention Deficit and Hyperactivity Disorder
- Autism Spectrum Disorder
- Dyslexia

- Dyspraxia
- Global Delay
- Hearing Impairment
- Vision Impairment
- Neurodiversity
- Social, Emotional and Mental Health Needs

All children, regardless of their disability, are able to access our educational visits and extra-curricular activities. Currently, additional staff are put into place to support the child on educational visits and extra-curricular activities as well as school events and activities, such as sports day, summer fairs etc.

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Rushcombe First School. This told us that:

- The curriculum is fully accessible to all children
- The building is fully accessible to all children, where required, the school has ramps available.
- The grounds are mostly accessible to all children however adaptions are made if required, for example, in the sandpit area.

7. Consultation

In developing our Accessibility Plan, we have consulted with:

- our children
- parents and carers
- our SENDCo, Inclusive Learning Lead and SLT
- other staff at the school
- our SEND Governor and wider governing body
- relevant specialist services

8. Previous actions

Access to the curriculum

At Rushcombe First School we have improved access to the curriculum for children with a disability through the following means:

- Teachers and Teaching Assistants have the necessary training to teach and support children with a range of disabilities and have access to specialist teachers and external agencies for information and advice as required.
- Classrooms are optimally organised for all disabled children as listed in section 5.

- Lessons provide opportunities for all children to achieve, i.e. are differentiated and include learning to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by teaching and support staff.
- All staff have high expectations for all children.
- All children are encouraged/supported to take part in all activities across the curriculum.
- Educational visits are accessible to all children, regardless of attainment or impairment.
- Disabled children who cannot participate in particular activities/tasks are given alternative experiences, for example, some forms of exercises in PE/sport including physiotherapy.
- All staff strive to remove barriers to learning and participation & value pupil voice.

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for children with a disability by:

- Access to most classrooms, hall, playground & field allows free movement for all children. There are no barriers to access caused by doorways.
- Disabled Toilet facilities are located in the Medical Room.
- Pathways around school are safe.
- Parking arrangements for all are logical and safe.
- Emergency and evacuation systems inform all children and adults on site.
- Furniture and equipment selected, adjusted and located appropriately, for example, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, writing slope, wedge support etc.
- Signs are uncomplicated and unambiguous.
- The school recognises the importance of creating an environment that supports children with neurodiverse and mental health needs. Where appropriate, quiet or low-stimulation spaces are available to support children who may become overwhelmed, anxious or dysregulated, providing opportunities for them to regulate and return to learning.
- The school considers sensory needs when planning and adapting the physical environment, including reducing unnecessary noise, visual overload and other sensory distractions. Individual adjustments are made, where appropriate, to help children with neurodiverse and mental health needs feel safe, comfortable and able to access the school environment.

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to children with a disability by:

- Staff are familiar with technology and practices to assist children, parents and carers with disabilities, for example positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.
- The school will liaise with Dorset Council support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for children/parents and carers who may have difficulty with the standard printed format.
- The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, for example, by reading aloud, using interactive touch screens for PowerPoint presentations etc.
- The school recognises that children and parents may have a range of neurodiverse and mental health needs that can affect how they access, process and respond to information. Staff adapt their communication and approaches accordingly, for example by providing clear and consistent instructions, breaking information into manageable steps, allowing additional processing time, using visual supports, and reducing unnecessary sensory or environmental barriers where appropriate.

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the school utilises a range of advice and information from a variety of appropriate resources.

10. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting children at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Safeguarding and Child Protection policy
- Health and safety policy (including off-site safety)
- Behaviour, Relationships and Respect policy
- School Development Plan
- Supporting Children and Young People with medical needs

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Rushcombe First School for children with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through the Governing Body's Finance, Staffing and Environment Committee.

This Accessibility Plan runs for 3 years and will be updated in 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Rushcombe First School complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	Staff will feel confident in delivering lessons to all children		
What actions will we take to achieve this?	Staff receive guidance and training to teach and support children with a range of needs/disabilities and have access to specialist teachers and external agencies for information and advice as required.		
How can we tell if this is successful?	Improved teacher confidence Records for individual and whole school training School self-evaluation and external reviews		
When will this work be done?	Ongoing - weekly staff training		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Weekly staff training

Outcome 2			
What outcome do we want to achieve?	Classrooms to be well organised and equipped with curriculum resources to promote the participation and independence of all children.		
What actions will we take to achieve this?	Classroom spaces - staff will consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment. Ensuring pupil needs are met in relation to using equipment. Staff guided to utilise a wide range of resources with different representations.		
How can we tell if this is successful?	Children to be able to access all areas independently Children to be able to access the curriculum through additional equipment. Children to have access to a wide range of resources with different representations.		
When will this work be done?	September 2026 and ongoing as and when required		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	September 2026 and then ongoing

Outcome 3			
What outcome do we want to achieve?	All children to be able to participate in all lessons across the curriculum including educational visits and extra-curricular opportunities.		
What actions will we take to achieve this?	Lessons provide opportunities for all children to achieve. Our school offers a differentiated curriculum and includes learning to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by staff. Use of technology to assist VI/HI Extra staff/support put in place to ensure inclusivity on educational visits and extra-curricular opportunities..		
How can we tell if this is successful?	Inclusion of all children Lesson observation records. Lesson Planning Support Plans Outcomes of children School self-evaluation and external reviews		
When will this work be done?	In place		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	In place – reviewed regularly

Outcome 4			
What outcome do we want to achieve?	All staff to have high expectations for all children		
What actions will we take to achieve this?	Ongoing training through staff meetings Support plans Lesson Observations Tracking and target setting in place.		
How can we tell if this is successful?	Children will make clear and sustained progress against their starting points and targets		
When will this work be done?	In place		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	In place – reviewed regularly

Outcome 5	
What outcome do we want to achieve?	All children to have a “Pupil Voice” in school regardless of their disability.

What actions will we take to achieve this?	Staff training Children's Council – all children to have the opportunity to represent their class All staff to be aware of inclusion of all children		
How can we tell if this is successful?	All children feel represented and listened to and have the opportunity to use their voice.		
When will this work be done?	Commenced May 2026		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Started May 2026 and then ongoing on a half term basis

Improving the physical environment

Outcome 1			
What outcome do we want to achieve?	School building and grounds to be accessible for all children		
What actions will we take to achieve this?	Ensure access around the vast majority of the school including classrooms, hall, playground, woodland, sensory garden, field and adventure playground which allows free movement for all children. There are no barriers to access caused by doorways. The pathways around school are safe and all on one level. There are double doors or doors that are wide enough to accommodate a wheelchair if required. Entry to all year bases enables wheelchair access. Fluorescent paint to indicate steps in EYFS		
How can we tell if this is successful?	Children are able to move freely around the school and grounds without barriers		
When will this work be done?	Fluorescent paint completed in June 2026. Rest already in place		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Currently completed. Will review when necessary

Outcome 2			
What outcome do we want to achieve?	Accessible toilet facilities for children with disabilities		
What actions will we take to achieve this?	Disabled toilet facilities are located in the Medical Room A medical bed is currently stored in this room.		
How can we tell if this is successful?	In place Should the medical bed be required, a safety check update would be required.		
When will this work be done?	In place		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Completed - Safety check would be organised if needed

Outcome 3			
What outcome do we want to achieve?	All children to be able to participate in all lessons across the curriculum.		
What actions will we take to achieve this?	Classroom layout promotes ease of movement for all children. Resources are accessible with minimal adult intervention to promote independence Specialist furniture and equipment is considered as required Additional signage is used as appropriate Use of technology to assist VI/HI		
How can we tell if this is successful?	Inclusion of all children Lesson observation records. Lesson Planning Support Plans		
When will this work be done?	In place		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Completed - Will review when necessary

Outcome 4			
What outcome do we want to achieve?	Parking arrangements for all are logical and safe		
What actions will we take to achieve this?	There are two car parks – staff, visitors and families. Adjusted as required for individual needs		
How can we tell if this is successful?	Parents can contact the school office to arrange disability parking if required		
When will this work be done?	As and when required		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	As and when required

Outcome 5	
What outcome do we want to achieve?	Emergency and evacuation procedures in place for all children and adults on site
What actions will we take to achieve this?	Fire alarm practise PEEPS prepared for specific children

How can we tell if this is successful?	Successful fire alarm practise Staff aware of and understand procedures Staff have a copy of the PEEP in place		
When will this work be done?	In place – ongoing		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Ongoing – termly basis

Outcome 6			
What outcome do we want to achieve?	Classrooms to be well organised and equipped with curriculum resources to promote the participation and independence of all children.		
What actions will we take to achieve this?	Furniture and equipment selected, adjusted and located appropriately, for example provision of wheelchair with adjustable height, tray tables fitted to wheelchair, writing slope, wedge support		
How can we tell if this is successful?	Children will have appropriate equipment		
When will this work be done?	Completed		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Completed - reviewed regularly

Outcome 7			
What outcome do we want to achieve?	Signs around the school building and grounds are clear and uncomplicated.		
What actions will we take to achieve this?	Signs in place such as fire escape routes, emergency procedures, route markers and assembly points		
How can we tell if this is successful?	Signs are in place and monitored for wear and tear		
When will this work be done?	In place		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Completed - reviewed regularly

Making information more accessible

Outcome 1			
What outcome do we want to achieve?	All children can access the curriculum information both verbally and written.		
What actions will we take to achieve this?	Staff are familiar with technology and practices to assist children with disabilities, for example positioning when talking to a hearing impaired or visual impaired learner, using the radio mic/mirrored iPad, how the light affects the visuals in the room, consideration to appropriate acoustic sounds, variety of picture cues (pictorial or symbolic) including the use of visual prompts/representations for those with additional needs. The school ensures that in lessons, information is presented in a child friendly way, for example by reading aloud, being given an appropriate alternative copy and/or using interactive touch screens for PowerPoint presentations etc. Use of technology to assist VI/HI		
How can we tell if this is successful?	External advice given by specialists Children able to access all information Lesson observations		
When will this work be done?	In place		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Completed – reviewed regularly

Outcome 2	
What outcome do we want to achieve?	All parents and carers can access the curriculum information both verbally and written.
What actions will we take to achieve this?	The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for parents and carers who may have difficulty with the standard printed format. Consideration on how to communicate most effectively with our current parents/carers with disabilities. Overhead projector in place in hall Information conveyed orally if necessary to assist parents understanding

	Separate report can be requested to be sent if a parent does not live at same address PowerPoint Presentations to be accessible to all used at workshops and parent's meetings. The school ensures that in parents meetings, information is presented in a user-friendly way, for example by reading aloud, using interactive touch screens for PowerPoint presentations etc.		
How can we tell if this is successful?	All parents and carers are able to confidently access all curriculum information.		
When will this work be done?	In place		
Approximate cost			
Responsible person(s)	Senior Leadership Team including Inclusive Learning Lead	**Date complete**	Completed - regularly reviewed