
Accessibility Plan

Royal Cross School is a single story building with a main entrance clearly signposted to the Reception area which has a ramped entrance. A further exit/entrance point also has a ramped entrance and double doors making it wheel chair accessible.

Consideration has been given into making the environment as accessible as possible to children, young people and service users with mobility difficulties, enabling them to access the environment as independently as possible.

The main school driveway is accessible for school transport to drop off and pick up pupils. We also have parking for three disabled spaces on the school car park for visitors or parents.

Each class base has a separate, available entrance that is accessible to all via the playground.

The reception area is screened to provide a secure area for office staff and the main school entrance is key pad protected.

Disabled toilets are available and all hygiene /changing areas have appropriate facilities to enable safe and dignified care, including a shower area.

Children and young people are assessed by the Physiotherapy and Occupational Therapy teams as required to ensure all pupils have appropriate equipment to access education.

A range of specialised equipment is available throughout school. Following multi-agency assessments, seating/standing frames/ postural management equipment/assistive technology/Augmented or Alternative Communication aids are prescribed for individual children and class staff trained in appropriate use to aid learning and access to education.

As a specialist school for Deaf pupils this also includes a wide range of specialist equipment and resources to enable full communication access for everyone e.g. Sound field systems, FM Radio Aids.

Royal Cross is a 'Deaf-friendly' school, particularly geared towards the needs of Deaf children and every aspect of school life is open to everyone. There are good acoustics, amplification systems, visual safety features and a totally inclusive communication environment so that no one misses out on any part of the day. Every effort is made to ensure that information is accessible to all members of the school community through a range of communication modes, including Speech & Language, British Sign Language, Sign Supported English, PECs, sign language interpreters or language translation if required.

As a Total Communication School, information is provided to children and young people in a range of ways and at an individual level catering for the individual pupil's communication / developmental needs. This includes key information to all

families and carers to include electronic communication, text and/or video communication, password protected social media platforms, translations into home languages and interpreting services as needed,

The visual environment and resources in each of the classrooms is adapted accordingly to meet the needs of any individual MSI pupils following advice from a MSI specialist teacher. Our whole school environment has been set up to ensure all children can be as independent as possible throughout the school day. Consistent daily routines and a Total Communication environment are embedded throughout classes ensuring all children and young people are supported to understand what is happening now and what will happen next. A range of strategies and resources are used to support children's access to resources and learning and each individual child/young person's level of need is considered when planning for the curriculum and daily routines.

Specialist equipment is provided for pupils with physical/medical needs who require it, e.g. adjustable height tables, specialist seating, standing frames, walking aids, personal care equipment etc. School staff are advised by Occupational and Physiotherapists on the provision of any specialist equipment.

The school has one minibus, with tail-lift suitable for wheelchairs. This enables weekly educational visits for all pupils. The minibus also enables our pupils to access the community for sporting activities and extended curriculum activities, including residential visits. Some staff are suitably qualified to drive and take part in MIDAS training where required.

All required guidance and policies are in place. These are based closely on LCC model policies and guidance wherever possible, with appropriate modifications to account for our individual school circumstances.

Information is available to our whole school community via the school website, School / Class Dojo, newsletters, fliers, phone calls, video conferencing and face to face meetings. Consideration is always given to individual family needs when sharing information. For families for whom English is an additional language information key information can be made available in other language formats. For parents whose first language is not English the school will provide an interpreter to attend meetings, this also includes British Sign Language (BSL) interpreters.