

Eaves Primary School

'Excellence in Everything'



Accessibility Plan

March 2022

Status	Statutory
Responsible Governors' Committee	Governing Body
Responsible Person	Mrs N Kearney
Review Date	March 2025
Last Amended Date	2019

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Eaves Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Eaves Primary School has adopted this accessibility plan in line with the school’s special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school’s last access audit which took place in March 2019 and should be read in conjunction with the Access Audit. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school’s publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3-year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head Teacher to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the School to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

AIMS

1. 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.
2. Eaves primary 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 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 able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist materials and equipment, which may assist these pupils in accessing the curriculum.
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 School Prospectus will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. The Plan will be monitored by the Governors.

Eaves Primary School Accessibility Plan 2022-2025

Improving the physical access at Eaves Primary School

AREA	RECOMMENDATION	TIMESCALE	COST
Pedestrian gate	Lower the intercom.	When new one is needed	TBC
Signage	When purchasing new wayfinding signage, consider tactile signage.	When new signs are needed	TBC
Classrooms and entrance	Consider installing hearing loops.	As/when needed	TBC
Approach to school	Consider changing the gate handle and stanchions to contrast.	When next changing the gate	TBC
Gender identity	Upon presentation, name and gender change on all school document.	As it occurs	TBC

Improving the curriculum access at Eaves Primary School

AIM	TARGET	STRATEGY	RESPONSIBILITY	TIMEFRAME
Increased access to the curriculum for pupils with a disability	<p>Continue to ensure that the curriculum meets the needs of all equality groups.</p> <p>To continue to train staff to enable them to meet the needs of children with a range of SEND and complex SEND</p> <p>To ensure that all children are able to access all out of school activities e.g. clubs, educational visits, residential etc Access events for children with disabilities.</p> <p>To continue to provide specialist</p>	<p>SENCO to review the needs of children and provide training for staff as needed. Follow LA guidance and adopt LA policy.</p> <p>Enter all sports competitions organised for SEND children (part of our Sports SLA)</p> <p>Assess the needs of the children</p>	HT/SENCo	Annually or as new staff/pupils join the school

	<p>equipment to promote participation in learning by all pupils</p> <p>To continue to meet the needs of individuals during statutory end of KS1/2 tests</p>	<p>and provide equipment as needed e.g. ear defenders, pencil grips, wobble cushions</p> <p>Children will be assessed in accordance with regular classroom practice and additional time, rest breaks or other relevant access arrangements will be applied as appropriate.</p>		
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Improving the access to information at Eaves Primary School

AIM	TARGET	STRATEGY	RESPONSIBILITY	TIMEFRAME
Improve the delivery of written/other information to pupils and parents with a disability	<p>To ensure that all parents and other members of the school community can access information through Parent App, Seesaw and the School Website.</p> <p>To ensure that parents who are unable to attend school due to a disability can access parent consultation meetings via Microsoft Teams or telephone.</p>	<p>Written information will be provided in alternative formats as necessary.</p> <p>Staff to hold consultations by phone or send written information so that parents remain informed of their child's progress.</p>	Headteacher/SENCo/ Class Teachers	As required.