

Eastfield Primary School

Accessibility Plan

Statement

At Eastfield Primary School, we have high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves to their potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. By 'school community, we mean anyone involved in the school community including employees, pupils, parents, carers and governors. We work hard to ensure that we recognise and value uniqueness and success and promote equal treatment of all. We recognise learning in all its forms and we are committed to nurturing lifelong learners. We are dedicated to improving children's confidence and self-esteem.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics;

- age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The governing board is required by to prepare an accessibility plan and “further such plans at such times as may be prescribed”. This purpose of this document is to plan for;

- Increasing the extent to which disabled pupils can participate in the school’s curriculum (See table 1 access to curriculum),
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment), and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

- ‘When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff.

If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority.

Monitoring arrangements

The application of this policy is monitored by the Estates & Compliance Manager and the CEO of BEP.

Copies of risk assessments and paperwork relating to any checks are kept in the school office.

This policy will be reviewed by the Headteacher and SENDCO every year. At every review, the policy will be shared with the Board of Trustees and approved by them and the CEO.

This Policy was adopted by the Local Advisory Board of Eastfield Primary School on: Autumn term 2020

Signature Helen Smith (Chair of Local Advisory Board)

This Policy has been agreed with the Headteacher of Eastfield Primary School on: August 2020

Signature: Ruth Ellis (Headteacher)

Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- School Strategic Plan
- School Development Plan
- SEND Policy
- School Mental Health and Wellbeing Policy
- Equality Information and Objectives and Equality Statement
- Subject Policies
- Premises Plans
- Evacuation Plans
- Leicestershire County Council's expectations of schools concerning their arrangements for children with SEN and Disabilities (SEND)
- Leicestershire Local Offer

Access to the Physical Environment

The school is a single story building built in the 1960's. The main building entrance at reception has level access and a push button automatic door. The entrances to the Foundation stage classrooms and KS1 door near the staffroom are ramped or at ground level. The same is to be said regarding the KS2 buildings. The school office can be accessed from the front entrance but there are stairs to access the main school buildings. There is a disabled toilet next to the Foundation Stage entrance. The hall is on a lower level. There is a lift opposite the foundation classrooms through which the hall can be accessed. The fire alarm is a ringing bell automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building.

School: Eastfield Primary School						Accessibility Plan						Date: April 2020					
Area of Improvement		Action to take		Recources		Responsibility		Timescale		Monitoring							
<p>Access to and participation within the curriculum: To increase the extent to which disabled pupils can participate in the school curriculum. Our aim at Eastfield is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.</p>																	
To liaise with Nursery providers earlier and more frequently to review potential intake for September		To identify pupils who may need additional to or different provision for the September intake		Procedures Equipment Teacher/SENCo Time		HT EYFS teachers SENCo		Ongoing		Transition for children from Nursery provision into school is smooth with adequate and appropriate resources and provision. Learning walks. Meetings with Nursery staff in the summer term.							
To review all statutory policies to ensure that they reflect inclusive practice and procedure		To comply with the Equality Act 2010		Time		HT All staff Governing Body		Ongoing		All policies clearly reflect inclusive practice and procedure.							
To establish close liaison with parents		To ensure collaboration and sharing between school and families		Time		HT All school staff		Ongoing		Clear collaborative working approach. Parental view/ feedback.							
To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, severe allergies, diabetes or mobility issues.		To ensure collaboration between all key personnel.		Time Resources		All staff involved with the child		Ongoing		Clear collaborative working approach. Open dialogue. Updated Individual Healthcare Plans.							
To ensure full access to the curriculum for all children		CPD for staff involving outside agencies where necessary <ul style="list-style-type: none"> • Providing a differentiated curriculum as necessary with appropriate resources • To use P levels and appropriate banding levels to assist in developing learning opportunities and also at assessing progress • Trained support staff support • Multimedia activities • Use of interactive ICT equipment 		Time Equipment Specialised equipment Furniture		All staff		Ongoing		Advice taken from specialist teaching services and strategies evident in classroom practice							

	<ul style="list-style-type: none"> • Specific equipment sourced from specialist teaching services. 				
To review attainment of all SEND pupils	<ul style="list-style-type: none"> • SENCo and class teacher meetings (IEP meetings) • School SEND Support plans written by class teachers / SENCo • Pupil progress meetings • Scrutiny of assessment system • Regular liaison with parents • Intervention Evaluations • Small steps trackers 	Time for meetings Send Support Plans IEPs	All staff	Termly	Progress made/achieved SEND Support plan targets
To promote the involvement of disabled students in classroom discussions/activities	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing where appropriate:</p> <ul style="list-style-type: none"> • Wheelchair access • Support for visually impaired children • Support for hearing impaired children 		Whole school approach	Ongoing	Variety of learning styles and multi-sensory activities evident in planning and the classrooms. Ensuring that the needs of all disabled pupils, parents
To take account of variety of leaning styles when teaching	<ul style="list-style-type: none"> • Appropriate keyboard and mouse • Staff training • Individualised resources to aid children in order to motivate and aid the learning process • Use of multimedia 	TBD	Whole school approach	Ongoing	Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
All educational visits and activities to be accessible to all.	<ul style="list-style-type: none"> • Ensure each new venue/activity is vetted for appropriateness. • The school EVC to support staff with meeting access needs on trips. • Risk assessments to be carried out as appropriate to the activity/visit/trip etc. 		HT All Staff	Ongoing according to school calendar	All pupils will be able to take part in school events/activities and trips. Appropriate provision and support will be in place where required.
Access to the physical environment To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
To continue improving the physical environment of the school	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access,	Time	SLT Premises officers	Ongoing	Enabling needs to be met where possible

	lighting and more accessible facilities and fittings.				
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting areas	Time Resources Furniture	All staff	Ongoing	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> •To meet with parents when writing EHCP •Make sure all disabled children have plans in their SEND support plans on how to access all areas of the school. 	Time	All staff Children Parents/carers	Ongoing	Enabling needs to be met where possible. Liaison with external agencies.
To ensure that the medical needs of all pupils are met fully within the capability of the school	<ul style="list-style-type: none"> •To meet with parents when writing IHCP •To liaise with external agencies •To identify training needs 	Time	HT SENCo Class Teacher External agencies where applicable.	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
To ensure driveway, roads, paths around the school are as safe as possible	<ul style="list-style-type: none"> •Communication with parents through letters/ newsletters/website/1:1 school staff. •Safety improved with parking. •Liaison with beat officers. 	Time	SLT	Ongoing	No accidents
Access of information					
To improve the delivery of information for disabled pupils and parents					
To ensure all children with SEN/D have access to the curriculum (inc. ASC, ADHD, Dyslexia etc.)	<ul style="list-style-type: none"> •Regular parental communication •Individualised teaching strategies used for all children who require it. •Interventions •Adult/ peer support •EHCPs, IEPs, SEN support plans. •ELSA support 	Time Resources Strategies put into place Classroom environment	All staff ELSAs	ongoing	All children being able to access the curriculum
To review children's records ensuring schools awareness of any disabilities	<ul style="list-style-type: none"> •Information collected about new children. •Records passed up to each class teacher. •End of year class teacher meetings. •Annual reviews •IEPs •Updated IHCPs 	Training Time Resources	HT All staff Office staff	Ongoing	All school staff aware of disabilities of children in their classes.

	<ul style="list-style-type: none"> •Significant Health •Problems – children’s photos displayed on staff medical board. 				
School record systems to be reviewed and improved where necessary (Records on Simms/ class information/Target Tracker/CPOMS)	<ul style="list-style-type: none"> •Record keeping system to be kept up to date. •Census information updated termly. •SEN/D record regularly updated. 	Time Data sheets	Parents Office staff Teachers SENCo	Continual review and update of records.	Effective communication of information about disabilities throughout school via governor reports. Updated census information.