

# Eatock Primary School



# Accessibility Plan

## **Vision statement**

This plan is drawn up in accordance with the Equality Act 2010 which states that all schools should have an Accessibility Plan. The Equality Act 2010 replaces 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.

At Eatock Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The document will be used to inform other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

Eatock Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors whatever their education, physical, sensory, social, spiritual, emotional and cultural needs. We 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.

The Eatock Primary School Accessibility Plan shows how access could be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- 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.
- If a school fails to do this it is in breach of their duties under the Equalities Act 2010. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain 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 within a reasonable timeframe.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following Eatock Primary School policies, strategies and documents:

- Asset Management Plan
- Curriculum Policy
- Disaster Plan
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Health and Safety and Curriculum Committees.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **Aims and Objectives**

Our aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and stake holders

Our objectives are detailed in the Action Plan in the Appendices.

## **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **1. Improve and maintain access to the physical environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are parts of the school to which disabled pupils would have limited access at the moment.

### **2. Increase access to the curriculum for pupils with a disability,**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND advisers, and of appropriate health professionals from the NHS etc.

Within the Curriculum, the school aims to provide full access to all aspects of the curriculum

### **3. Improve the delivery of written information to pupils and stake holders**

Develop communication skills for pupils and families, enabling them to express their thoughts and opinions successfully through speech, writing and sign language as appropriate.

Giving advice and support in curriculum subjects as appropriate, to enable disabled pupils to participate successfully in lessons within the mainstream school.

Ensure that the needs of all disabled pupils, parents and staff are represented within the school.

Create positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## **Action Plan**

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales
- A specified date and process for review.

## **Access Audit**

The school is a single storey building with wide corridors and several access points from outside.

On-site car parking for staff and visitors includes 2 dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and a low reception hatch, accessible to wheelchair users. There are disabled toilet facilities available in the main school. In the key stage 1 & 2 toilets, have been fitted with handrails.

The school has internal emergency signage and escape routes are clearly marked.

Possible areas to be improved within the limitations of this building are:

- Purchasing a ramp for the link into the main school hall from KS1, allowing access for all into the Hall and into school via the quad.
- More handrails to be fitted to toilets
- Push pad on the outside door for wheelchair uses

### **Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

This plan will be reviewed every 2 years

Reviewed by Curriculum and Pupil Inclusion Governor Committee

**Reviewed July 2018**

## APPENDICES 1

### Action Plan – 1

**Increase access to the curriculum for pupils with a disability,**

	<b>Targets, Objectives or Key tasks</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility of:</b>	<b>Success Criteria/Outcomes</b>	<b>Ongoing evaluation</b>
<b>SHORT TERM</b>	Liaise with nursery providers to review 2018 intake	Identify pupils who may need additional help or support in Sept 2018	Annually	EYFS lead	Strategies in place ready for Sept 2018	
	To ensure full access to curriculum for Statemented children.	To ensure transition between year groups is smooth	Annually	EYFS and Yr1 staff	Strategies in place ready for Sept 2018	Audit completed September 2018 by E Cunliffe (SENCO)
<b>MEDIUM TERM</b>	To ensure teaching takes account of a variety of learning styles	Provide a variety of visual, kinetics, auditory learning experiences	Annually	All staff	Variety of multi-sensory activities evident in class	Ongoing via lesson monitoring
	To ensure full access to the new curriculum	Ensure all children have access to outdoor learning	By end of July 2018	All staff	Evidence in planning	Paths cleared to allow access. Ongoing
<b>LONG TERM</b>	Evaluate and review the short and medium term targets increasing access to the curriculum for all children.	See above	Termly Ongoing	All staff	All children making good progress.	Ongoing



## Action Plan - 2

### Improve and maintain access to the physical environment

	<b>Targets, Objectives or Key tasks</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility of:</b>	<b>Success Criteria Outcomes</b>	<b>Ongoing Evaluation</b>
<b>SHORT TERM</b>	To improve sensory garden/school grounds	Plan flower beds and quad to include fragrant flowers	Ongoing	Years 1 & 2	Outside areas improved	Sensory garden established on KS1 playground 2014. Ongoing
	To undertake confidential survey of staff and gov to ascertain access needs are met	Include questions in parent and pupil questionnaires about needs and ensure they are met	Summer 2014	Head teacher/ all staff	Enable to meet all needs	Ongoing
<b>Medium TERM</b>	Improved wheelchair access to wild life area	Improved surface when required	When required	Head teacher		Paths cleared to allow full access September 2014 Ongoing
	Renew doors and frames into Quad ( if needed )	Improve the access to the hall via the quad	When required	Head teacher		Wooden removable ramps in place.
<b>LONG TERM</b>	Provide outdoor bell to assist request to open outside door	Improved access when require make provision in the school budget	When required	Head teacher		Plaque displayed with contact number for the school office.
	Non- gender specific toilet facilities	Remove urinals and replace with cubicles	Summer 2016	Headteacher	Non- gender specific toilets in place	Upper KS2 boys completed July 2016

## Action Plan - 3

### Improve the delivery of written information to pupils

	<b>Targets, Objectives or Key tasks</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility of:</b>	<b>Success Criteria Outcomes</b>	<b>Ongoing Evaluation</b>
<b>SHORT TERM</b>	To ensure all children with ASD have access to the curriculum	Regular parental communication  Multi-sensory teaching strategies used for ASD children	Ongoing as children move through school	SENCo/ all staff	ASD children able to success the curriculum	Ongoing via SEND Co monitoring and Pupil Progress meetings
<b>MEDIUM TERM</b>	To improve access to written information for pupils parents and visitors	Raise awareness of font size on page layouts. Audit school library to ensure large text books available.  E.g. HT Newsletter	When necessary	SENCo	All print accessible	KINDLES used to increase font sizes  Big Books available for children
<b>LONG TERM</b>	To review schools records ensuring whole schools awareness of any disabilities	Record keeping system to be reviewed by all staff	Staff meeting in the summer term to inform transition	SENCo/SLT	Effective communication of information about pupils with disabilities in school	Ongoing

	( ongoing )		meetings			
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## Action Plan - 4

### Ensure access to all communication

	Targets, Objectives or Key tasks	Strategies	Timescale	Responsibility of:	Success Criteria Outcomes	Ongoing Evaluation
<b>SHORT TERM</b>	To ensure all children with ASD have access to the curriculum	Regular parental communication  Multi-sensory teaching strategies used for ASD children	Ongoing as children move through school	SENCo/ all staff	ASD children able to success the curriculum	Ongoing via SEND Co monitoring and Pupil Progress meetings
<b>MEDIUM TERM</b>	To improve access to written information for pupils parents and visitors	Raise awareness of font size on page layouts. Audit school library to ensure large text books available.  E.g. HT Newsletter	When necessary	SENCo	All print accessible	KINDLES used to increase font sizes  Big Books available for children
<b>LONG TERM</b>	To review schools records ensuring whole schools awareness of any disabilities	Record keeping system to be reviewed by all staff	Staff meeting in the summer term to inform	SENCo/SLT	Effective communication of information about pupils with disabilities in school	Ongoing

	( ongoing )		transition meetings			
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**Fatock Primary School**  
**Accessibility Plan ( Historical )**

<b>Future projects</b>	<b>Start</b>	<b>Completed</b>	<b>Source of Funding</b>	<b>Date of Governors' agreement</b>
Renew doors and frames into Quad ( if needed )	As nec.	As nec.	DFC or seek LA funding	July 2010 Not required at this time
Raise awareness of large print copies of school correspondence	Jan 2009	Feb 2009	NA	Sep 2008
New path to wild life area ( for wheel chairs )	April 2007	April 2008	DFC	June 2007
Provide outdoor bell for assist request to open outside door	Sept 2013	July 2014	School Budget	
Install system in the school hall aimed at assisting with hearing impairment. ( LOOP system )	September 2014	October 2014	School Budget	September 2014

<b>Completed projects</b>	<b>Start</b>	<b>Completed</b>	<b>Source of Funding</b>	<b>Date of Governors' agreement</b>
Provide ramp to nursery cloakroom door	July 2010	Sept 2010	Capital finding	July 2010
Re- locate disabled parking spaces to the front of school	May 2010	July 2010	DFC	July completed 2010
Ramp to Reception and KS2 outside doors	Sep 2008	Jan 2009	Capital funding	Sep 2008
Disabled bathroom and therapy/small group room	May 2005	July 2005	Inclusion grant from LA and grant for enlarging staff room (No cost to school)	Jan 2005
Zebra and rails around internal road	Jan 2004	March 2004	Devolved capital	Sept 2003
Ramps and disabled car parking spaces when school was built	Sep 2000	Sept 2001	Capital funding	N/A
Hand rails in toilets through school	Sept 1997	July 2005	Devolved capital	Unknown

Reviewed July 2016 by:- A Flannery (HT) L Thomas (SEN Governor)