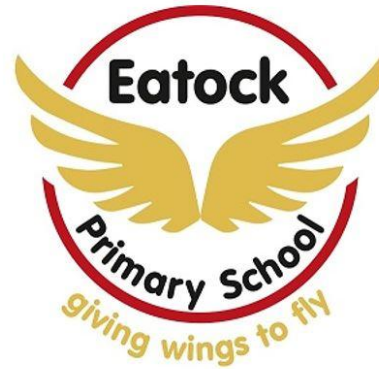


Eatock Primary School



Accessibility Plan

Rationale

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 replaced all 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.
- 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
- SEND (Special Educational Needs and disability) 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.

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.

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.

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:

- More handrails to be fitted to toilets
- Push pad on the outside door for wheelchair users

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.

APPENDIX

Action Plan – 1

Increase access to the curriculum for pupils with a disability

Target	Actions	Timescale	Responsibility	Success Criteria
<i>Identification of pupils who may need additional / different provision</i>	<i>Identification of pupils who may need additional / different provision</i> <i>Full access to the curriculum for children with an EHCP</i> <i>Referral to outside agencies if needed</i> <i>Liaise with nursery providers to review new starters</i> <i>Staff training to raise concerns about specific pupils with SENCO</i>	Ongoing throughout the year	<i>EYFS lead</i> <i>Reception teacher</i> <i>SENCO</i> <i>All class teachers</i>	<i>Necessary procedures / equipment / strategies in place to support specific needs</i>

<i>Successful transition of pupils who may need additional / different provision</i>	<i>Liaise with nursery providers and parents to review new starters</i> <i>Liaise with high school staff and SENCOs re Year 6 transition. Arrange additional transition when required.</i> <i>Liaise with previous school and parents when a pupil who may need additional / different provision transfers in / out of Eatock School.</i>	Ongoing throughout the year	<i>EYFS lead</i> <i>Reception teacher</i> <i>SENCO</i> <i>All class teachers</i>	<i>Necessary procedures / equipment / strategies in place to support specific needs</i>
<i>Compliance with the Equality Act 2010</i>	<i>Review all statutory policies to ensure that they reflect inclusive practice and procedure</i>	<i>On-going</i>	<i>Headteacher</i>	<i>All policies are in line with government recommendation</i>
<i>Increased skills and confidence of all staff in adapting the curriculum</i>	<i>Half termly staff meeting with all staff, SENCO and Subject Leaders to share planning / provision ideas for children who need additional / different provision.</i>	<i>On-going throughout the year</i>	<i>Head teacher</i> <i>SENCO</i> <i>Subject leaders</i>	<i>Lesson observations demonstrate improved skills and raised staff confidence in strategies for adaptive teaching and increased pupil participation</i>
<i>Raise attainment and narrow any gaps in attainment that may exist</i>	<i>Monitor attainment of all pupils with additional needs during pupil progress meetings and regular liaison with parents</i> <i>Ensure interventions are planned and well-structured to plug gaps in learning</i> <i>Monitor attainment of all higher attaining / gifted and talented pupils during pupil progress meetings and regular liaison with parents</i>	<i>Half termly</i>	<i>Head teacher</i> <i>SENCO</i> <i>Teachers</i> <i>Teaching assistants</i> <i>Parents</i>	<i>Progress is evidenced within pupil progress meetings</i>
<i>Review PE curriculum to ensure PE is accessible to all</i>	<i>Teachers regularly liaise with sports coach</i> <i>Teachers to update sports</i>	<i>As required</i>	<i>Teachers</i> <i>Sports coaches</i>	<i>All pupils will be able to access PE sessions</i>

	<i>coaches of any additional needs to specific pupils</i> <i>School clubs to be offered to all pupils</i> <i>Pupils with a range of physical abilities to participate in competitions / events</i>			
<i>Collaboration and sharing between school and families</i>	<i>Communicate updates on referrals/ interventions/ success stories with parent or carers.</i>	<i>On going</i>	<i>Head teacher SENCO Teachers Teaching Assistants</i>	<i>Clear, collaborative working approach.</i>
<i>Collaboration between all key personnel</i>	<i>Maintain close liaison with outside agencies for pupils with additional needs</i>	<i>On going</i>	<i>Head teacher SENCO Teachers Teaching Assistants Outside agencies</i>	<i>Clear, collaborative working approach.</i>

Action Plan - 2

Improve and maintain access to the physical environment

Target	Actions	Timescale	Responsibility	Success Criteria
<i>Physical environment of school remains attractive and engaging for all</i>	<i>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as lighting, colour schemes, and more accessible facilities and fittings.</i>	<i>On going</i>	<i>Seniors Leaders School Business Manager</i>	<i>Ensuring that school is accessible for all pupils despite their needs.</i>
<i>Visually appropriate environment for all children</i>	<i>Working Walls support the needs of all learners within the classroom.</i>	<i>On going</i>	<i>Teachers Teaching Assistants</i>	<i>Monitoring shows all aspects are at least good. Learning environment walks and physical environment checks indicate that the area is fit for purpose</i>
<i>Awareness of access needs</i>	<i>Create access plans for individual</i>	<i>As required</i>	<i>Senior leaders</i>	<i>School is accessible to all</i>

of pupils, staff, governors, parents/carers and visitors with disabilities	<i>disabled pupils as and when required.</i> <i>Be aware of access needs for pupils, staff, governors' and parents and meet as appropriate</i>	<i>As required</i> <i>Induction and on-going if Required</i>	School Business manager	pupils/ staff/ governors and visitors
	<i>Through questions and discussions, find out the access needs of parents / carers.</i> <i>Consider access needs during recruitment process</i>	<i>Admissions form for new parents / carers</i> <i>Recruitment process</i>		
<i>Pupils with medical needs are fully supported and have personal health care plans signed by parents.</i>	<i>Ensure data collection information is up to date</i> <i>Ensure that medication forms are signed as and when needed</i> <i>Health care plans to be completed for on going medical needs</i> <i>First aid training is up to date</i> <i>Any relevant medical training is planned (epilepsy, asthma etc) when a need is identified</i>	Annually	Senior leaders School Business Manager First Aiders	Pupils with medical needs are able to access the whole of the curriculum
<i>Roads and paths around school are as safe as possible</i>	<i>Communication with parents via safety messages / letters / walk to school week.</i> <i>Bike ability for Upper Key Stage 2 children</i> <i>Leaves and debris are cleared to ensure that paths are clear especially in the Autumn and Winter months</i> <i>Paths are gritted in winter months when the temperatures are cold enough to cause frost.</i>	On going	Senior Leaders School Business Manager School Caretaker	No accidents

	<i>Reporting of potential risks are identified and risk assessments are put in place</i>			
<i>All pupils with mobility issues can be safely evacuated / invacuated</i>	<i>All personal emergency evacuation plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware of the procedures Evaluations of fire drills are coherent and address any difficulties All staff are aware of the evacuation / invacuation procedures</i>	<i>As required</i>	SENCO Headteacher Class teachers TAs	Successful evacuations and invacuations.
<i>Layout of school allows access for all pupils to all areas e.g. toilet provision</i>	<i>Consider needs of disabled pupils, parents / carers or visitors when considering any redesign</i>	<i>As required</i>	Head teacher	Toilets accessible
All Educational visits to be accessible to all pupils	Investigation of venues before the trip Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness.	<i>As required</i>	Teachers	Risk Assessments carried out. Successful trips for all children

Reviewed September 2025 – V Hickman (Headteacher) and E.Cunliffe (SENCO)

Next review date: September 2028