



EATON PRIMARY SCHOOL ACCESSIBILITY PLAN

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1. Policy Statement:

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:

- He or she has a physical or mental impairment, and
- 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 School Advisory and Improvement Group (SAIG) and can be delegated to a committee of the SAIG, an individual or the Head. At Eaton Primary School the Plan will form part of the Curriculum and Premises section of the School Improvement Plan and will be monitored by the Headteacher and evaluated by SAIG Portfolio holder for SEND. The current Plan will be appended to this document.

At Eaton 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.

- 1) The Eaton Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and SAIG members of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise 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.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority and wider Academy Trust will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Eaton 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. 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.

- 4) The Eaton Primary School Accessibility Plan shows how access is to 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 they are 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.
- 5) The Eaton Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Asset Management Plan
 - Behaviour Management Policy
 - Curriculum Policy
 - Critical Incident Support Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Plan
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - Staff Development Policy

- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the SAIG. 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.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the SAIG Premises Portfolio Owner in conjunction with the SEN Portfolio Owner
- 12) The school will work in partnership with Evolution Academy Trust in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

2. 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, parents and carers so that communication is cognisant of those with a disability.**

Our objectives are detailed in the Action Plan at Appendix A.

3. 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.

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 very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. However, there is not a hearing loop available at the school. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. There are wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is however, some classroom which are only wheelchair accessible from outside.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. Most entrances to the school are either flat or ramped and all have wide doors fitted. The exception to this is through the main front blue gate to reception where the kerb has not been lowered. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is an accessible toilet available, in the corridor between the two halls. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The SAIG and Senior Leadership Team will work closely with the Evolution Academy Trust and Local Authority on any specific areas .

Appendix A Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective 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.

Objective	Aim	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for 2017/18	To identify pupils who may need additional or different from provision for Intake		EYFS Leader Senco	Procedures/equipment / ideas set in place by Sept 2014.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT Senco All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents with a disability	To ensure collaboration and sharing between school and families.	Ongoing	HT Senco All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	Senco	Clear collaborative working approach
To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants 	Ongoing	Deputy Head SENCO Teachers	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.

	<ul style="list-style-type: none"> • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment <p>Specific equipment sourced from occupational therapy</p>			
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Objective	Aim	Timescale	Responsibilities	Success Criteria
To review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	HT SENCO Teachers	Progress made towards IEP targets Provision mapping shows clear steps and progress made
To monitor attainment of more able pupils	More able booster groups/activities	Ongoing	HT Senco Teachers	More able children making expected progress. Achieving above average results
To promote the involvement of disabled students in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard 	Ongoing	Whole school approach	Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

<p>To take account of variety of learning styles when teaching</p>	<ul style="list-style-type: none"> • Ekklan training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi- sensory activities evident in planning and in the classrooms.</p>
<p>To evaluate and review the above short and long term targets annually</p>	<ul style="list-style-type: none"> • See above 	<p>Annually</p>	<p>HT Senco Core curriculum leaders</p>	<p>All children making good progress.</p>
<p>To deliver findings to the SAIG</p>	<ul style="list-style-type: none"> • SAIG meetings 	<p>Annually Termly SEN SAIG / SENCO meetings</p>	<p>HT Deputy Head Senco</p>	<p>SAIG fully informed about SEN provision and progress</p>

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objective	Aim	Timescale	Responsibilities	Success Criteria
To improve physical environment of school environment	<p>The school will take account of 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 improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p> <p>Access to the Year 5 & 6 classroom without having to leave the school and enter via the playground</p>	Ongoing	HT Senco SBM	Enabling needs to be met where possible.
To ensure a visually stimulating environment for all children	Colorful, lively displays in classrooms and inviting role play areas.	Ongoing	Deputy Head	Lively and inviting environment maintained.
To ensure all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of student passports. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	HT Senco Deputy Head	Enabling needs to be met where possible.

Objective	Aim	Timescale	Responsibilities	Success Criteria
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 conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. 	With immediate effect to be constantly reviewed	HT Senco	
To ensure disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	HT Senco	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To improve community links	<ul style="list-style-type: none"> School to continue to have strong links with schools in West Norwich area and the wider community. 	Ongoing	HT Deputy Head	Improved awareness of disabilities/the wider community of Norwich / Norfolk and the world and their needs Improved community cohesion
To continue to develop playgrounds and facilities.	<ul style="list-style-type: none"> Look for funding opportunities 	Ongoing	HT SBM	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 5/6 children	Ongoing	SBM	No accidents

Objective	Aim	Timescale	Responsibilities	Success Criteria
To maintain accreditation of Enhanced Healthy Schools award	<ul style="list-style-type: none"> Continue to work towards Healthy Schools and Eco schools targets 	2012/13	PE Leader Whole school approach	Achievement of award

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews Hearing Loop?	Ongoing	HT Senco SBM Teacher	Two way communication in place.
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	Senco	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 			

<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information collected about new children.</p> <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings Annual reviews IEP meetings Medical forms updated annually for all children Personal health plans (passports) Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom 	<p>Annually</p>	<p>Deputy Head Senco phase leaders teachers</p>	<p>Each teacher/staff member aware of disabilities of children in their classes</p>
<p>In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected</p>	<p>Record keeping system to be reviewed.</p>	<p>Continual staff review and improvement</p>	<p>HT Senco SBM</p>	<p>Effective communication of information about disabilities throughout school.</p>