

Accessibility Plan Policy

Approved: Spring 2025
Review: Spring 2027



Succeeding together

As a Rights Respecting School, this policy links with many of the articles from the UN Convention on the Rights of the Child.

Schools are required under the Equality Act 2010 to have an accessibility plan.

Intent

The purpose of the plan is to

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information for pupils with disabilities

Eastbury Primary School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers receiving services from the school, irrespective of sex, sexual orientation, gender reassignment, race, socio-economic background, religion and disability and promotes an understanding of cultural and physical diversity and challenges stereotypes.

This policy is important to all aspects of school practice, including planning and monitoring, organisation, staffing and the selection of resources. Central to this is the professional commitment and developing awareness of staff, and the quality of their interactions with all children and with each other.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Eastbury Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We believe that every individual who comes to Eastbury Primary School has the right to be free from discrimination.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010.

Our school supports any available partnerships to develop and implement the plan and we will work the local authority to support the implementation of this plan.



Article 23 - Children with disabilities have the right to live a full life and receive support from the government.

Action plan

The school currently provides a wide range of support for children with Special Educational Needs and/or Disabilities. Please refer to the School's SEND Information Offer and SEND Policy for further details of the support that is currently in place across the school.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 so that our practice continues to develop.

Aim	Objectives (short, medium and long-term)	Actions to be taken	Person responsible	Success criteria
Increase access to the curriculum for pupils with a Special Educational Need and/or Disability (SEND)	<p>Training for specific staff including medical needs as identified.</p> <p>Training for identified needs is sourced.</p> <p>Training for identified needs is delivered through inset and relevant training providers.</p> <p>Liaise with pre-school providers to prepare for the new intake of children into Early Years Foundation Stage each year.</p> <p>Identify pupils who may need adapted or additional provision.</p>	<p>Audit of CPD.</p> <p>Liaising with borough representatives and outside training providers.</p> <p>Arrange transition meetings.</p> <p>Contact appropriate outside agencies for further information.</p> <p>Identify any training needs based on new intake (see above actions)</p>	<p>Inclusion Team (All staff working with pupils)</p> <p>Class Teachers</p> <p>Middle Leaders</p> <p>Specialist staff (Inclusion Lead, Admission Team, SLT, SENDCO, EAL Lead, Safeguard Lead, Family Liaison Officer)</p>	<p>Training identified and appropriate training is put in place.</p> <p>Needs are identified, advice sought and actioned accordingly.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>To develop the provision for children with hearing or vision impairments.</p> <p>To source a range of technological resources that can be used.</p> <p>To ensure Welcome letter is translated into languages used by our school community. This newsletter contains key information regarding curriculum, uniform, P.E days, homework etc.</p> <p>To ensure that the resources needed for the schemes of work (WhiteRose, Vipers Reading, MyMath, Literacy and Language, Bug Club, Times Table Rockstars) are appropriate for children with SEND.</p> <p>To widen our Social Media network available on our school website (Twitter)</p>	<p>Arrange meetings with outside agencies and parents to ascertain more information about their needs.</p> <p>Implement advice given to school by Vision Impaired Service and Hearing Impaired Service.</p> <p>Audit of current resources.</p> <p>Source appropriate resources e.g. braille, large print text for reading, resources for maths work etc. based on advice given.</p> <p>Identify technological devices and programs that can assist delivery of curriculum or recording methods, e.g. iPads, apps, typing programs for children having difficulty with written recording.</p>	<p>Inclusion Team (All staff working with pupils) Advisory Service Deaf ARP staff</p> <p>Inclusion Team (All staff working with pupils) Class teachers</p> <p>Inclusion Team (All staff working with pupils) Subjects leaders</p> <p>Advisory Service, Inclusion Team (All staff working with pupils) Subject Leaders</p>	<p>Resources have been identified, purchased and put in place. Effectiveness reviewed regularly.</p>
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	To ensure that there are a range of resources available across the school that depict children and adults with a range of SEND.			
Improve facilities access	<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all</p> <p>To ensure those who may need it have access to a hygienic and discreet room with shower and cleaning facilities.</p> <p>To ensure Disabled WC facilities are available in Additional Resource Provision and mainstream building.</p>	<p>Audit of accessibility of school buildings and grounds by Governors. Health and Safety Assessments carried out termly/Yearly.</p> <p>Suggest actions and implement as budget allows.</p> <p>Adjustments to be made to Disabled WC to facilitate children with movement disorders.</p>	<p>Head Teacher Facilities Manager Inclusion Lead SENDCO</p>	<p>Modifications will be made to the school building to improve access.</p> <p>Specialist equipment is available to those who need it.</p>
To ensure that all parents and other members of the school community can access	<p>Written information will be provided in alternative formats as necessary.</p> <p>Use of Google translate</p>	<p>Website updated regularly</p> <p>Translator device to be used during face-to-face conversations and meetings</p>	<p>Inclusion Lead Senior Leadership Team (SLT)</p>	<p>All members of the school community will have access to up-to-date school information.</p>

relevant information				
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings	Staff to hold Parent's Evening face to face, Teams, phone or send home written information	Each class has access to a class computer and phone. Dojo and Tapestry used daily to communicate with parents/carers. Report completed and sent home yearly.	Senior Leadership Team Class Teacher	Each parent/carer has the opportunity to discuss their child's progress with class teacher each term.
To provide specialist equipment to promote participation in learning for all pupils	Refurbish disabled WC to accommodate pupil with mobility needs, following with assessment by Occupational Therapy Department.	Access the needs of the children in each class and provide equipment as needed. Wheelchair on site.	Head Teacher Facilities Manager Inclusion Lead SENDCO	All children with mobility have access to WC facilities.

Inclusion Team: Consists of every staff member within the school from the site team, office team, class teachers, Teaching Support staff, Senior Leadership Team, Middle Leaders, Subject Leaders, Middays, Kitchen Staff etc.

All staff play a part in ensuring pupils have access to their education and Eastbury Primary School is inclusive to all learners.