



Accessibility Policy

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Introduction

Under the Equality Act 2010 all schools/academies 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 age, gender, 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 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational 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 academy, 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 academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.
- ensure disabled children or families are not at substantial disadvantage.

We recognise that this accessibility plan must be adequately resourced, implemented and reviewed every 3 years. Our action plan showing how the school will address the priorities is attached.

Vision and Values

At Easterside Academy we believe that:

- All children have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life.

We are committed to providing an environment that enables full curriculum access; and 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 steps with regard to disability and to developing a culture of inclusion, support and awareness within the school. This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act: participation in the curriculum, physical access to facilities and services and availability of information.

The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adults users with a disability. Information gathering In order to formulate our accessibility plan, we take account of:

- The school's population of children and adults.
- The school's plans and priorities.
- The future intake (advanced information from pre-school settings and the LA).
- Audit of the school's strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school.
- Staff awareness of Equalities legislation.
- Staff knowledge and skills of needs of disabled pupils.
- School policies and practices e.g. related to the administration of medicines, timetabling, anti-bullying policy, school visits and teaching and learning.
- The physical environment of the school.
- The curriculum.
- How information is provided for disabled pupils.
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities.
- The views and aspirations of disabled pupils and their families.
- The views and aspirations of other disabled people or voluntary organisations.
 - Include personalised actions and provision on SEND Support Plans/EHCPs.

The Main Priorities

Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability. The Trust and school promotes positive attitudes towards disabilities through assemblies, PHSCE, SEAL and THRIVE curriculum.

We ensure that all children with identified disabilities access the curriculum providing special provision to remove any barriers to learning. We also provide a specialist resource base (high needs base) for up to 15 reception/KS1 children, situated within the Easterside Academy.

All of these children require specific support. When/where appropriate the children attending the high needs base are able to access the mainstream school environment. All staff are provided with any specialist training that is required.

The academies staff work in close consultation with outside agencies such as the Speech and Language (SALT) and the School Health Team to ensure that the school provides the correct and appropriate provision for each pupil with a disability.

In addition to the above, children and families receive support from the experienced Pupil Well Being Team. Also teaching assistants provide a facility for the care of children with social, behavioural or emotional difficulties by providing a caring family environment.

Physical Environment:

- Each playground is accessible for wheelchairs.
- Ramps allow wheelchair access from playgrounds into KS2, KS1 and halls.
- Accessible toilets in three locations across school.
- Shower room with provision for nappy changing in two locations within school.
- Small group areas - for quiet times in two locations within school.
- Corridor lighting to support visual impairment.
- Small group or 1:1 working goes on across school.
- Corridor floor colouring supports those with visual impairment with different colours to indicated changes in levels.
- Mobile hearing loop available to use in school. The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking

future improvements and refurbishments of the site and premises. Other facilities/ provision, including access to information.

- 'Can do' ethos and positive approach.
- Open door policy.
- Health care plans.
- SEND Support Plans/EHCPs.
- Lunchtime clubs – Study support variety of clubs after school to offer a wide variety of provision.
- Many staff are Epipen trained.
- Teaching staff experienced and trained to support children with ASC/D.
- Annual training for teacher and LSA to personalise learning for each child.
- Staff training by SENCo, includes training for trainee teachers and support staff.
- Parent/Pupil support advisors on site
- Letters available at request in large print.
- PPSA and SEN HNB team work together to support pupils and parents with any needs.
- Frequent parents coffee mornings where parents of children with SEND meet.
- Audit of environment internal and external
- Disability survey analysed and action plans put into place.

Provision of information to pupils with a disability –

This is currently provided by review meetings, parents/carers meetings and meetings with external agencies as required. Information from external agencies will be discussed and professionals are encouraged to attend meetings with parents/carers.

The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information. Prospective parents of statemented pupils and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff. It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for. To ensure the future of the accessibility plan this plan should become less of an independent strategy and more of a thread running through all the school's plans and policies.

This plan should be read in conjunction with the following policies:

- SEND Policy, SEND Information Report and Inclusion.
- Single Equality Scheme and Action Plan.
- Teaching and Learning Policy.
- Health and Safety Policy.
- Behaviour and Anti-bullying Policies.
- School Brochure.
- Vision, aims and values.
- School Improvement Plan.
- Staff Development Policy.