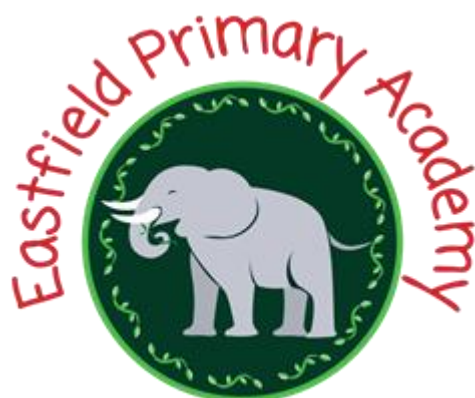


Eastfield Primary Academy



Accessibility Plan 2026 - 2029

Date of Policy Review: September 2020

Date of Policy Review: September 2021

Date of Policy Review: September 2022

Date of Policy Review: September 2023

Date of Policy Review: September 2026

Policy Reviewed by: Laura Dalling

Policy Reviewed by: Laura Dalling

Policy Reviewed by: Laura Dalling

Policy Reviewed by: Laura Dalling

Policy Reviewed by: Kerry Thompson
Jayne Lord

Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils 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 to disabled pupils

Our 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.

At Eastfield Primary Academy, we are committed to working together to provide an inspirational, exciting and unique learning environment where all children are nurtured to flourish, regardless of age, disability, sex, race, religion or belief, pregnancy and maternity, gender reassignment, marriage and civil partnership, or sexual orientation. The Academy is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations in accordance with the Equality Act 2010.

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, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work closely with other schools within the Enquire Learning Trust, SEND Outreach Team, Applied Psychology and the Specialist Advisory Service (cognition and learning team; communication and interaction team and physical and sensory team)

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors, Eastfield staff, the Enquire Learning Trust and parents and carers.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such

as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Access

The school is a two-storey building with wide corridors and several access points from outside. All KS1 areas and the Foundation Stage are on the ground floor, with wide-door access to rooms. KS2 classrooms are currently located on the first floor. Where a pupil, parent, carer, visitor or member of staff is unable to access these areas, reasonable adjustments and alternative arrangements will be implemented to ensure equal access to education, facilities, services and opportunities. The Academy regularly reviews the accessibility of all areas of the site and considers accessibility needs proactively when planning accommodation and provision. The Academy has an accessible toilet and washroom fitted with a handrail and pull emergency cord. Classrooms are carpeted to minimise background noise for people with hearing impairments.

The Academy has clear internal emergency signage, and escape routes are clearly marked.

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

Improving teaching and learning lies at the heart of the school's work. Through self-review, school to school collaboration within the Enquire Learning Trust and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Teaching staff will make reasonable adjustments and provide auxiliary aids where required to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in delivering adaptive teaching & implementing reasonable adjustments to enable equitable access to the curriculum	Be aware of staff training needs on the curriculum access. Ongoing training on dyslexia, dyspraxia, inclusive graduated approach, child centred reviews. Enquire Curriculum. Tailored resources to meet the need of pupils who require support to access the curriculum. School to School improvement in terms of enquiry and learning walks.	Ongoing and as required	SENDCO Curriculum Leads	All pupils, including disabled pupils, have equitable access to a wide range of learning opportunities. Reasonable adjustments are implemented and their impact is reviewed.
Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs. Online Training materials with NASEND Epi-pen training. Epilepsy training Access to the Educational Team for Hearing and Vision (ETHV). Seek support from Enquire Learning Trust SEND lead, Anne Munro, and her team to meet the diverse needs	As required	SENDCO	Staff receive appropriate CPD to enable them to provide effective, inclusive provision that supports pupils to achieve their potential.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Ensure all staff are aware of disabled children's curriculum access.	Individual Access Plans for disabled pupils when required. Individual Risk Assessments for disabled pupils where required. Individual Personal Emergency Evacuation Plans (PEEP) for disabled pupils where required. Information sharing with all agencies involved with the child. Curriculum progress is tracked for all pupils, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all pupils. PEEPs will be reviewed at least annually and whenever a pupil's needs or circumstances change.	As required	SENDCO	All staff will have an awareness of how best to meet pupils' needs and to provide effective, inclusive provision that enables pupils to achieve their potential.
Review PE Curriculum to ensure all PE is accessible to all.	Gather information on accessible PE and disability sports. Widen children's understanding of disabled sports by inviting guests into school and work alongside staff.	As required	SENDCO Subject Lead Class Teachers	Children and staff will have experience and understanding of the equality in sports including Paralympic sports etc.
To liaise with Nursery providers to review potential intakes throughout the year.	Liaise with the Nursery provider, the Speech & Language Team and Health Visitor team to conduct screenings and assist our teaching teams in precision teaching from point of entry,	Screening required from baseline information.	SENDCO Enquire Learning Trust	From children's baselines, interventions will be put in place if required and timings of these considered, to minimise further hindrance to their access to the curriculum.

Aim 2: To improve and maintain the physical environment of the school

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers, and visitors.	To create graduated approaches for disabled children with a target for access. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access needs during recruitment process.	Ongoing and as required. Induction and on-going if required. Recruitment Process	SENDCO Principal Principal	Graduated Approach in place for disabled pupils and all staff are aware of pupils needs. All staff and governors feel confident their needs are being met. Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents / carers or visitors when considering redesign.	As required	Principal, Governors and Site Manager	School design is usable by all stakeholders.
Ensure IT equipment and digital resources are accessible.	Liaise with the specialist hearing and vision teams to ensure equipment and relevant areas are accessible to people with hearing or visual impairments.	Ongoing	EHTV Service	Relevant areas and equipment are appropriately adapted and accessible to people with hearing or visual impairments.
All fire escape routes are suitable for all.	Ensure prompt and effective evacuation arrangements for disabled pupils and adults. Complete individual risk assessments and PEEPs where required. Review PEEPs at least annually and whenever needs or circumstances change, and communicate arrangements to relevant staff.	Ongoing, with an annual review and whenever needs change	SENDCO Site Manager SLT	All disabled pupils and adults can evacuate safely through current, understood and practised arrangements.

Aim 3: To improve the delivery of information to pupils with a disability.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the needs of disabled pupils, staff, governors, parents/ carers and visitors and adapts information delivery according to need.	Create a graduated approach for disabled pupils that records preferred communication methods, accessible formats and resources. Identify and meet the access needs of staff, governors, parents and carers as appropriate. Consider access needs throughout recruitment and induction.	Ongoing and as required. Induction and on-going if required. Recruitment Process	SENDCO Principal Principal	Graduated Approach in place for disabled pupils and all staff are aware of pupils needs and adapt delivery accordingly. All staff and governors feel confident their needs are being met. Access issues do not influence recruitment and retention issues.
Provide information in formats that are accessible to all intended users.	Consider needs of disabled pupils, parents / carers or visitors when considering redesign (Braille, large lettering, internal signage, pictorial symbols, induction loops etc.). Be aware of staff training needs - EHTV team, use of PECS etc.	Ongoing and as required	Principal, Governors, Site Manager and EHTV Service	School design is usable by all stakeholders.
Ensure IT equipment and digital resources are accessible.	Liaise with the specialist hearing and vision teams to ensure equipment and relevant areas are accessible to people with hearing or visual impairments.	Ongoing	EHTV Service	Relevant areas and equipment are appropriately adapted and accessible to people with hearing or visual impairments.
Ensure digital information is accessible	Review website content, the website accessibility statement, electronic communications and online learning resources to ensure accessibility requirements are met, including compatibility with appropriate assistive technologies. Address identified barriers promptly.	Ongoing, with a formal annual review	SENDCO Subject Leads Principal Academy Business Manager	Digital communications, website content and online learning resources are accessible to users with disabilities and compatible with appropriate assistive technologies. Identified accessibility barriers are addressed promptly.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Maintain an accessible academy website and current accessibility statement.	Review the website accessibility statement and sample key pages, documents and forms. Record and prioritise remedial actions where barriers are identified.	Annually and following significant website changes	Principal Academy Business Manager	The accessibility statement is current, identified issues have named actions and timescales, and key information is available in an accessible format.

3. Monitoring Arrangements

The Accessibility Plan will be monitored annually by the Principal and SENDCO. Progress will be reported to the Local Governing Body. Monitoring will draw on SEND reviews, accessibility audits, learning walks, pupil voice, parent and carer feedback, and governor monitoring visits. The plan will be formally reviewed and approved every three years, but may be reviewed and updated sooner where needs, legislation, statutory guidance or the school environment change.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy