

Eastfield Primary Academy



Accessibility Plan 2022 - 2025

Date of Policy Review: September 2020

Policy Reviewed by: Laura Dalling

Date of Policy Review: September 2021

Policy Reviewed by: Laura Dalling

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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 gender, race, disability or religion.

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 are on the ground floor with wide door access to all rooms. The Foundation Stage is also all on the ground floor and

easily accessible in all areas. KS2 is currently upstairs. The stairs are wide enough to make them accessible. As the Academy currently have no physically disabled children or parents, access to these areas are of no issue. However, should the need for access on the ground level be required, the Academy is flexible with its position of classes. The Academy has disabled toilet facilities and a wash room. This is fitted with a handrail and pull emergency cord. All classrooms are carpeted to minimise noise for the hearing impaired.

The Academy has the internal emergency signage and escape routes 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.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating 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	Ongoing and as required	SEND Curriculum Leads	All children will have access to a wide range of learning opportunities and have equal access regardless of gender, race, orientation, SEND and disability.

	<p>support to access the curriculum.</p> <p>School to School improvement in terms of enquiry and learning walks.</p>			
Ensure classroom support staff have specific training on disability issues.	<p>Be aware of staff training needs.</p> <p>Online Training materials with NASEND</p> <p>Epi-pen training.</p> <p>Gastrostomy Button</p>	As required	SENDCO	All staff will have appropriate CPD needs to enable them to provide an outstanding provision.

	<p>Training.</p> <p>Nutricia feed pump training.</p> <p>Blood glucose testing training.</p> <p>Access to the Educational Team for Hearing and Vision (ETHV).</p> <p>Seek support from Enquire Learning Trust SEND lead, Anne Munro, and her team to meet the diverse needs</p>			
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<p>Ensure all staff are aware of disabled children's curriculum access.</p>	<p>Individual Access Plans for disabled pupils when required.</p> <p>Individual Risk Assessments for disabled pupils where required.</p> <p>Individual Personal Emergency Evacuation Plans (PEEP) for disabled pupils where required.</p> <p>Information sharing with all agencies involved with the child.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>As required</p>	<p>SENDCO</p>	<p>All staff will have an awareness of how best to meet pupils' needs and provide outstanding provision.</p>
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	The curriculum is reviewed to ensure it meets the needs of all pupils.			
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 in to school and work alongside staff.	As required	SEND CO Sports Coach	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 Speech, Language and Communication strategies and health team to conduct screenings and assist	Screening required from baseline information.	SEND CO Enquire Learning Trust	From children's baselines, interventions will be in place and judged when interventions are

	our teaching teams in precision teaching from point of entry,			necessary in order to minimise further hindrance to their access to the curriculum.
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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.	<p>To create graduated approaches for disabled children with a target for access.</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>Ongoing and as required.</p> <p>Induction and on-going if required.</p> <p>Recruitment Process</p>	<p>SENDCO</p> <p>Principal</p> <p>Principal</p>	<p>Graduated Approach in place for disabled pupils and all staff are aware of pupils needs.</p> <p>All staff and governors feel confident their needs are being met.</p> <p>Access issues do not influence recruitment and retention issues.</p>
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. Site Manager, School Surveyor	School design is usable by all stakeholders.

Ensure accessibility of access to IT equipment.	Liaise with VI / HI teams to ensure all areas are accessible by hearing and visual impaired stakeholders.	Ongoing	EHTV Service	All areas will be suitably equipped and accessible to all hearing and visually impaired stakeholders.
All fire escape routes are suitable for all.	Children with disabilities are strategically placed to ensure prompt and effective evacuation of the premises. Children with disabilities have PEEP and risk assessment documents where required.	Ongoing (as and when an issue arises)	SLT Site supervisor	School design is usable by all stakeholders in the case of an evacuation.

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	To create graduated	Ongoing and as	SENDCO	Graduated Approach in

the needs of disabled pupils, staff, governors, parents/ carers and visitors and adapts information delivery according to need.	<p>approaches for disabled children with which includes preferred communication methods and resources used.</p> <p>Be aware of staff, governors and parents' needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>required.</p> <p>Induction and on-going if required.</p> <p>Recruitment Process</p>	<p>Principal</p> <p>Principal</p>	<p>place for disabled pupils and all staff are aware of pupils needs and adapt delivery accordingly.</p> <p>All staff and governors feel confident their needs are being met.</p> <p>Access issues do not influence recruitment and retention issues.</p>
Information in school allows all to access.	Consider needs of disabled pupils, parents / carers or visitors when considering redesign (Braille, large lettering, internal signage, pictorial	Ongoing and as required	Principal / Governors. Site Manager, School Surveyor EHTV Service	School design is usable by all stakeholders.

	symbols, induction loops etc.). Be aware of staff training needs - EHTV team, use of PECS etc.			
Ensure accessibility of access to IT equipment.	Liaise with VI / HI teams to ensure all areas are accessible by hearing and visual impaired stakeholders.	Ongoing	EHTV Service	All areas will be suitably equipped and accessible to all hearing and visually impaired stakeholders.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and school Principal.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report

- Supporting pupils with medical conditions policy