



# Eastry Church of England Primary School,

*Learning and growing, side by side, in God's Love*

## Accessibility Plan:

September 2023 - September 2026

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in the Schedule 10, relating to Disability, of the Equality Act 2010. It should be read in conjunction with the Equality and Diversity Policy, SEN and Disability Policy /Information Report, SEND Code of Practice Sept 2014, Medical and Personal Care Policies, Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan.

The policy has been written using guidelines from KCC.

### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, staff governors and parents with a disability.

Disability is defined within the Equality Act 2010 as 'A person has a disability 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 carry out normal day to day activities.'

- We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Eastry Church of England Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- The accessibility plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities where necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as prepared for life as all other 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff parents and visitors with disabilities.

The Accessibility Plan will be available on the school website.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Action Plan will be monitored annually by the Governing Body.

Eastry CE Primary School Accessibility Plan 2023-2026

Aim	Current good practice	Actions	Lead	timescale	Success criteria	Reviewed July 2024	Reviewed July 2025	Reviewed 2026
<b>Improving Participation in the curriculum</b>	2x yearly parents evening 3x yearly SEN meetings Transition meetings. Transition meetings with nursery. Home visits. Annual review meetings Pupil progress meetings Medical support training eg Epipen, epilepsy Medical plans reviewed and shared. Intimate care policy and plans Differentiated curriculum Quality First Teaching A range of interventions across the 4 areas of need (see whole school provision map below) Use of ICT/ I pads/ Laptops for recording. Writing slopes. Use of wedge/ wobble cushions. Coloured overlays. Phonics precision teaching programme. Sensory/ fiddle toys Use of sound field system	Parent Reading / Maths workshops	ML/ KF	X1 phonics term 2  X6 Maths 1 per term	Parents/ carers will feel empowered to support their children with Reading and Maths	Parent support ongoing. ML Maths Mindset parent workshop positively attended.		
		Differentiating the curriculum- including a variety of teaching styles and approaches to ensure that the needs of all learners are met including those with SEND.	SG / SM	ongoing	The % of children that make expected or greater than expected progress in Reading, Writing and Maths at KS1 and KS2 increases in line with the national average.	See head teacher report for data.  Data SEN non SEN R 28.6 69 W 28.6 63.7 M38.1 71.8  Expected progress		
		Training for staff on increasing access to the curriculum for all children. (ASD and Dyslexia friendly classrooms)	SG / SM	ongoing	Provision for SEND results continue to show improved progress data.	See head teacher report for data.  Data SEN non SEN R 28.6 69 W 28.6 63.7 M38.1 71.8  Expected progress		

	<p>Mainstream Core Standards curriculum / access adaptations  Trauma Informed Schools practices  Nurture group for key children.  Lunchtime group based on nurture for key children (Synergy and MESH).  Use of Boxall profiling  Nurture school accreditation.  SEL curriculum development- including emotion coaching  Well-being interventions  Continuing staff CPD  Pastoral support  S&amp;L programmes  SALT specially qualified TA  Family Liaison Officer  All staff and parents able to access Class Dojo online platform.  Development of forest school.  Focus on attendance  Text written using Widgit</p>	<p>All afterschool clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils, including SEND</p> <p>Comprehensive CPD programme for staff to develop knowledge on meeting specific identified needs.</p>	<p>SG / SM</p> <p>SM / SG</p>	<p>ongoing</p> <p>ongoing</p>	<p>All pupils including those with SEND have access to broad and balanced curriculum</p> <p>Increased access to extra -curricular activities for all pupils with SEND</p> <p>All staff trained in how to use and are familiar with Mainstream Core Standards.  Refresher training planned for T1.</p>	<p>Mixed uptake from all groups of children.</p> <p>CPD update shared with all staff monthly.  Staff sign posted to training to meet needs of their children</p>		
<p><b><u>Improving the Physical Environment</u></b></p>	<p>Sound field system available.  Step edges clearly marked.  Anti -glare film on class windows</p>	<p>Maintain safe access around the interior of school- awareness of flooring, furniture and layout in</p>	<p>DY / KS / SG</p>	<p>ongoing</p>	<p>People with disabilities can move around school safely and unhindered</p>	<p>H+S audit completed, actions tackled. Audit shared with FGB</p>		

<p>All doors have half glass panel to ensure visibility at wheel chair level. Corridors are accessible by wheelchair. Disabled toilet. Emergency escape routes clearly sign posted. Main entrance accessible via ramp and wheelchair level bell. Wide doors and corridors Termly Health and Safety audit carried out and actioned. Classrooms inviting but not over stimulating. Posters and labels written using Widgit symbols Pupil chairs and tables adjusted for height of child</p>	<p>planning for disabled pupils.</p>						
	<p>Maintain safe access around exterior of the school, including cutting back foliage overhanging paths.</p>	<p>DY / KS / SG</p>	<p>ongoing</p>	<p>People with disabilities can move around school safely and unhindered</p>	<p>H+S audit completed, actions tackled. Audit shared with FGB</p>		
	<p>Provide a Disabled parking space</p>	<p>SM</p>	<p>Future plan</p>	<p>Physical accessibility of school increased</p>	<p>Future plan (parents with disabilities are able to park in school car park)</p>		
	<p>Fit ramps to playground entrance by Year 3 classroom to allow wheel chair access from pedestrian entrance and from playground.</p>	<p>KS / DY</p>	<p>During school year 23-24 if cost allows</p>	<p>Physical accessibility of school increased</p>	<p>Future plan</p>		
	<p>Fit open assist mechanisms to hall and KS 1 corridor fire doors</p>	<p>SM</p>	<p>Future plan</p>	<p>People with disabilities can move easily around the school and access all areas.</p>	<p>Future plan</p>		

		Continue to work on upkeep of Marchbanks Meadow area as part of forest school to ensure a safe, useable space.	GL/JP	ongoing	Area is safely useable and pupils within this area are visible.	Cut by grounds people but visibility poor. Not in use by children		
<b><u>Improve the Delivery of Written Information</u></b>	<p>Staff are welcoming. Website continuously being updated and developed.</p> <p>Sign posting information for parents of SEND pupils, including KCC local offer.</p> <p>Parent and child friendly safeguarding leaflets available.</p> <p>Notice board for parents by exit</p> <p>Regular meetings with parents.</p> <p>Staff use Widgit to ensure clarity of message.</p> <p>Classroom and individual visual timetables.</p> <p>Parent mail texts.</p> <p>Use of large, clear font in documentation. Cream or blue back ground for interactive whiteboards</p> <p>Good relationships with parents and regular communication.</p> <p>New parents' meetings.</p>	<p>Review the parent friendly SEND leaflet for improved information sharing.</p> <p>Review website documentation to ensure parents are able to support their child's learning.</p> <p>Ensure use of video clips as well as text when information sharing.</p> <p>Signpost website as source of information to parents of SEN children.</p> <p>Ongoing learning walks to ensure all children access</p>	<p>SG</p> <p>KB / all staff</p>	Ongoing	<p>Parents are clear about what SEND is and what support is available</p> <p>Prospective parents and existing parents feel informed and able to support their children.</p>	<p>Notice board and website continuously updated.</p> <p>Newsletter signposts parents re online safety.</p> <p>Learning walks completed and additional staff training provided.</p> <p>Communicate in print fire drill instructions in place.</p> <p>Lower school use communicate in print for general</p>		

	Use of Dojo to disseminate SEN parent questionnaires	<p>mainstream core standards and minimum school expectations.</p> <p>Use communicate in print to ensure fire drill instructions are accessible to all.</p> <p>Use communicate in print for all written instructions in communal areas.</p>			Less able readers can access and follow instruction.	instruction posters for children		
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