

Eastry Church of England Primary School

September 2020- September 2022

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 2020-2022

Aim	Current good practice	Actions	Lead	timescale	Success criteria	Reviewed July 2021	Reviewed July 22	Reviewed July 23
<u>Improving Participation in the curriculum</u>	2x yearly parents evening 2x yearly Sen meetings Transition meetings. Transition meetings with nursery. Home visits. Annual review meetings Medical support training eg Epipen, epilepsy Medical plans reviewed and shared. Intimate care plans Sensory circuits. FIZZY Differentiated curriculum Use of ICT/ I pads/ Laptops for recording. Writing slopes. Use of wedge/ wobble cushions. Coloured overlays. touch typing programme Use of sound field system Head Start SEMH strategies. Well being interventions Continuing CPD Pastoral support	Parent reading /maths workshops	ML/ KF/ NM	2x year	Parents/ carers will feel empowered to support their children with reading and maths	No face to face workshops due to covid. On line video support met with positivity.		
		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.	KP/ 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	Term 2 data indicated gap was closing. R=87%, W=81% M=80% Y1-6 expected or greater progress		
		Training for staff on increasing access to the curriculum for all children. (ASD and Dyslexia friendly classrooms)	KP/ SM	During school year 20-21 and ongoing	Provision for SEND results continue to show improved progress data.	Term 2 SEN data shows R=68% W=79% M=68% Expected or greater progress		

	<p>Ear defenders S&L programmes Family Liaison Officer Staff member trained in supporting Visually impaired pupils. All staff and parents able to access class dojo online platform. Welcome back videos, social stories, photos shared to enhance learning. Development of forest school.</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>GH/ SM/ KP</p> <p>KP/ SM</p>	<p>During school year 20-21 and ongoing</p> <p>During school year 20-21 and 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>Was on hold due to covid. Clubs restarted in September, 21.</p> <p>Target staff sign posted to training- see cpd file. No extra curricular activities due to covid</p>		
<u>Improving the Physical Environment</u>	<p>Sound field system available. Step edges clearly marked. Anti -glare film on class windows 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.</p>	<p>Maintain safe access around the interior of school- awareness of flooring, furniture and layout in planning for disabled pupils.</p>	<p>JS/ DY/ KS/ KP</p>	<p>ongoing</p>	<p>People with disabilities can move around school safely and unhindered</p>	<p>H+S audit carried out 13.07.21 and actions completed</p>		
		<p>Maintain safe access around exterior of the school, including cutting back foliage overhanging paths.</p>	<p>JS/ DY/ KS/ KP</p>	<p>ongoing</p>	<p>People with disabilities can move around school safely and unhindered</p>	<p>H+S audit completed 13.07.21 and actions completed</p>		

	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. Visit by Kent Association for the Blind (KAB)	Provide a Disabled parking space	SM	Future plan	Physical accessibility of school increased	Future plan		
		Fit ramps to playground entrance by Year 3 classroom to allow wheel chair access from pedestrian entrance and from playground.	KS/ JS/ DY	During school year 20-21 if cost allows	Physical accessibility of school increased	Future plan		
		Fit open assist mechanisms to hall and KS 1 corridor fire doors	SM	Future plan	People with disabilities can move easily around the school and access all areas.	Future plan		
<u>Improve the Delivery of Written Information</u>	Staff are welcoming. Website continuously being updated and developed. Sign posting information for parents of SEND pupils, including KCC local offer. Parent and child friendly safeguarding leaflets available. Regular meetings with parents.	Write a parent friendly SEND leaflet for improved information sharing. Review website documentation to ensure parents are able to support their child's learning. Ensure use of video clips as well as text when information sharing.	KP KB/all staff	Term 2 20-21 During school year 20-21 and Ongoing.	Parents are clear about what SEND is and what support is available Prospective parents and existing parents feel informed and able to support their children.	Leaflet written and shared on website and front entrance. Subject leaders have update curriculum areas. Parent feedback		

	<p>Staff use Communicate in Print to ensure clarity of message.</p> <p>Classroom and individual visual timetables.</p> <p>Staff member trained in supporting Visually Impaired pupils.</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>Use of dojo to disseminate SEN parent questionnaires</p>					required re accessibility.		
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