

Eastry Church of England Primary School

September 2020- September 2023

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 2020-2023

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 Pupil progress meetings Medical support training eg Epipen, epilepsy Medical plans reviewed and shared. Intimate care policy and plans Sensory circuits. FIZZY Differentiated curriculum Use of ICT/ I pads/ Laptops	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.	Phonics/ RWInc parent workshops met positively. ML completed parent maths support videos and uploaded onto website.	
	for recording. Writing slopes. Use of wedge/ wobble cushions. Coloured overlays. touch typing programme Phonics precision teaching programme. Sensory/ fiddle toys Use of sound field system Head Start SEMH strategies.	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	See head teacher report and school data report. EYFS slightly higher than national. Yr 1 phonics above Kent and national KS1 SATs maths above Kent and National	

	<p>Nurture group for key children. Lunchtime group based on nurture for key children. Use of Boxall profiling Nurture school accreditation training in process. SEL curriculum development- including emotion coaching Wellbeing interventions Continuing staff CPD Pastoral support 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,</p>						<p>Writing just below (1 child) KS2 progress measure broadly in line with national, above Kent.</p>	
		<p>Training for staff on increasing access to the curriculum for all children. (ASD and Dyslexia friendly classrooms)</p>	<p>KP/ SM</p>	<p>During school year 20-21 and ongoing</p>	<p>Provision for SEND results continue to show improved progress data.</p>	<p>Term 2 SEN data shows R=68% W=79% M=68% Expected or greater progress</p>	<p>Term 6 21-22 SEN data R=45% W=35% M=45% Expected or greater progress. EHCP children 7/8 on track to meet Outcomes.</p>	

	<p>photos shared to enhance learning.</p> <p>Development of forest school.</p> <p>Focus on attendance</p> <p>Text written using widget</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>On hold due to covid.</p> <p>Target staff sign posted to training- see cpd file. No extra curricular activities due to covid</p>	<p>Afterschool clubs offered by staff and Elite.</p> <p>CPD update shared with all staff monthly. Staff sign posted to training to meet needs of their children.</p>	
<p><u>Improving the Physical Environment</u></p>	<p>Sound field system available.</p> <p>Step edges clearly marked.</p> <p>Anti -glare film on class windows</p> <p>All doors have half glass panel to ensure visibility at</p>	<p>Maintain safe access around the interior of school- awareness of flooring, furniture and layout in planning for disabled pupils.</p>	<p>JS/ KS/ KP</p>	<p>ongoing</p>	<p>People with disabilities can move around school safely and unhindered</p>	<p>H+S audit carried out 20.11.20 and actions completed</p>	<p>H+S audit completed, actions tackled. Audit shared with FGB</p>	

<p>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. Visit by Kent Association for the Blind (KAB) Posters and labels written in communicate in print Pupil chairs and tables adjusted for height of child</p>	<p>Maintain safe access around exterior of the school, including cutting back foliage overhanging paths.</p>	<p>JS/ KS/ KP</p>	<p>ongoing</p>	<p>People with disabilities can move around school safely and unhindered</p>	<p>H+S audit completed 20.11.20 and actions completed</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</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/ JS</p>	<p>During school year 20-21 if cost allows</p>	<p>Physical accessibility of school increased</p>	<p>Future plan</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>	<p>Future plan</p>	

		Reclaim Marchbanks Meadow area as part of forest school to ensure a safe, useable space.	GL/JP	During school year 22-23	Area is safely useable and pupils within this area are visible.			
<u>Improve the Delivery of Written Information</u>	<p>Staff are welcoming. Website continuously being updated and developed. 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 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>Write a parent friendly SEND leaflet for improved information sharing.</p> <p>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.</p> <p>Signpost website as source of information to parents of SEN children.</p> <p>Ongoing learning walks to ensure all children access mainstream core standards and minimum school expectations.</p>	<p>KP</p> <p>KB/all staff</p>	<p>Term 2 20-21</p> <p>During school year 20-21 and Ongoing.</p> <p>During school year 22-23</p>	<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>Leaflet written and shared on website and front entrance.</p> <p>Subject leaders have update curriculum areas. Parent feedback required re accessibility.</p>	<p>Positive feedback from prospective parents. Also prospective employees.</p>	

	<p>Good relationships with parents and regular communication. New parents' meetings. Use of dojo to disseminate SEN parent questionnaires</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>			<p>Less able readers can access and follow instruction.</p>			
--	---	--	--	--	---	--	--	--