

Reviewed: September 2024

Next Review Date: September 2027

Signed by:

Claire Jones Headteacher Date: September 2024

Andy Oddy Chair of Governors Date: September 2024

Euxton Primrose Hill School

Accessibility Plan



Euxton Primrose Hill Primary School

Accessibility Plan

At Euxton Primrose Hill Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Euxton Primrose Hill Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Euxton Primrose Hill Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Euxton Primrose Hill Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Learning and Teaching Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the governors of Euxton primrose Hill Primary School.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **Head Teacher**
- **SEND Coordinator**
- **School Business Manager**
- **The Governing Body**

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An Access Audit was carried out by the HT and SBM in September 2024. All previous actions had been completed and no further physical access issues to the school building were identified. Wheelchair and pram users were given access to the ramp at the front of school and all other members of the school community will be requested to use steps at the front of school. The school life has been serviced and is part of an ongoing maintenance plan to ensure that is in good working order.

Action Plan A – Improving Physical Access

Ref	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridor	Ensure intervention tables are located to leave sufficient access for wheelchair users	Immediate	High	None	Ongoing	All staff
2	Disabled parking	Remind parents/carers to ensure that disabled bays are not blocked at any time	Immediate	High	None – newsletter reminders	Ongoing	HT/Office
3	Disabled Toilet (Upper school)	Redecoration to be undertaken with easily wipeable/tiled surfaces added in line with lower school disabled toilet	Academic year 2024-25	Medium	£2000	Tiling to be completed by September 2025.	HT/SBM
4	Changing and Shower facilities	Larger sink required (that still allows for wheelchair access) and redecoration required as above	Academic year 2024-25	Medium	£1000	Tiling and units to be installed by September 2025.	HT/SBM

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Action Plan B – Improving Curriculum Access

Ref	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Adaptations in Teaching	SLT to monitor quality of adaptive teaching and provision for SEND pupils.	Academic year 2024/25	High	SLT release costs. Staff meeting time.	Ongoing – See monitoring cycle	DHT/HT
2	Interventions	SENCo to audit current interventions and their impact on progress. Provision mapping to be used across all year groups. SLT to cross reference SEND/PP funding plan and	Academic year 2024/25	High	Resourcing of relevant interventions/ leadership release timetable	Ongoing – See provision map/IEP meeting timetable	
3	Staff training in the production, implementation and review of Provision maps, Pivats and monitoring systems.	Deputy Headteacher/SENCo to deliver staff training ensuring that targets are SMART and progress measurable	Ongoing	High	SLT release costs plus TA release costs	Ongoing	
4	Staff training insupporting pupils with SEND – focus on keyareas of need within the school: SLCN and ASD.	EYFS staff to access ASD training to support pupils new to EYFS.	Academic year 2024/25	High	£400	Ongoing	DHT/SENCO/ Learning Mentor
5	Staffing of school nurture room, providing high quality pastoral/academic support for pupils with social/ emotional difficulties.	Ensure room staffed with two F/T staff at all times. Ensure all staff are fully aware of criteria for pupils to access room. Learning Mentor and Nurture Teacher to ensure detailed records of reasons for accessing to aid whole school monitoring.	Academic year 2024/25	High	Staffing costs for Learning Mentor and Nurture teacher. Leadership time to support monitoring.	Ongoing	HT/DHT/SENCO/ Learning Mentor /Nurture Teacher

6	Speech and Language	SENCO to continue to book external SandL through LA for pupils who require specialist input. New EYFS/Y1 staff to undertake NELI training and implement SandL interventions through provision mapping	Academic year 2024/25	High	£1500	Ongoing	DHT/SENCO/EYFS Leader/KS1 Leader
7	Application of ICT to support pupils	Online Maths, IDL, Clicker to be offered to all identified pupils.	Academic year 2024/25	High	£2500	Ongoing	DHT/SENCO

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Action Plan C – Improving the Delivery of Written Information

Ref	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Electronic communication	Ensure all contact details for parents are updated and SEN information included in regular correspondence.	Sept 24 followed by termly checks	Medium	Office staff time	Website/SEND policy/SEND Information Report reviewed and updated Sept 24.	HT/DHT/Gov's
2	Review documentation on website to check accessibility for parents is fully up to date and that all hyperlinks are working	The school will review formats published on school website – particularly for new parents to the school, in order to ensure accessibility for parents is clear and relevant	Sept 24 followed by termly checks	Medium	HT/SENCO time/	As above. Checked by governors through annual audit.	HT/Gov's