



Ebchester C.E. Primary School

Accessibility Plan

April 2021

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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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action Plan 2021-2024

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date to Complete Actions By
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils 	<ol style="list-style-type: none"> Ensure all staff are trained in Makaton. Develop assistive technologies in school to aid reading and writing with children with specific needs. Ensure all classrooms and resources are organised in accordance with pupil need. Review PE resources to support pupils with mobility/coordination difficulties. Monitor progress of children with disabilities through school's assessment system. Improve number of children with SEND accessing extra-curricular activities. 	<ol style="list-style-type: none"> KS to complete Makaton training. Seek advice LA on appropriate assistive technologies for specific children. Conduct learning walk focused on classroom resources; Feedback to staff and advise on improvements. Audit resources; Order resources to support specific children. SENDCo to analyse data of children with disabilities; 	<ol style="list-style-type: none"> Head Teacher Head Teacher; SENDCo Head Teacher; SENDCo PE Leader; SENDCo SENDCo; All teachers Head Teacher; SENDCo SENDCo 	<ol style="list-style-type: none"> Summer 2021 Summer 2021 Review annually Summer 2022 Termly Summer 2022 (no extra-curricular activities in 2020-21 due to Covid restrictions) Termly from Autumn 2021

			<p>SENDCo to liaise with staff in relation to assessments and progress.</p> <p>6) Audit how many SEND children are accessing extra-curricular activities;</p> <p>7) Investigate and identify potential barriers for SEND accessing extra-curricular activities.</p>		
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps on entrances to main entrance and Junior entrance • Corridor width is suitable for wheelchairs • Disabled parking bay in staff car park 	<p>1) Improve safety of Reception classroom for disabled children.</p> <p>2) Ensure children with SEND understand procedures for fire alarms if fire exit is blocked.</p>	<p>1) Remove resources that are a choking hazard from continuous provision;</p> <p>Install security handle on Class Four classroom door;</p> <p>Signage to ensure that classroom door is always fully shut.</p>	<p>1) Head Teacher; SENDCo; Reception teacher</p> <p>2) All staff</p>	<p>1) September 2020 and monitored weekly</p> <p>2) Fire drills to be practised termly</p>

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 		<p>2) Ensure children with SEND understand what the fire alarm means and what to do if it goes off;</p> <p>Ensure children with SEND know alternate routes for evacuating the school in the event that their fire exit is blocked.</p>		
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	<p>1) Ensure parents are kept up to date in a variety of ways (e.g. through text message, newsletter and social media).</p> <p>2) Ensure that parents are aware that documents can be adapted as necessary so that they can be easily understood.</p>	<p>1) Continue current practice of distributing information through multiple sources.</p> <p>2) Update school website with information about requesting documents formatted in alternative ways.</p>	<p>1) Head Teacher</p> <p>2) Head Teacher</p>	<p>1) Ongoing</p> <p>2) Summer 2021</p>

