



Edenham CE Primary School

Accessibility Plan

Plan Date: March 2016

Last Plan Review Date: January 2018

Next review date: January 2021, or sooner if required.

Head teacher and Designated Safeguarding Lead: Mrs Kris Radford-Rea

SENDCO; Mrs K Brooks

SEND Governor; Mrs Charlie Norton

Health and Safety Governor; Mrs Liz Unwin

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1. Aims of this plan

Schools are required to have an accessibility plan under the Equality Act 2010. The purpose of this plan is to show how Edenham CE Primary School intends to secure appropriate access to the school for all disabled pupils by:

- A. Increasing the extent to which disabled pupils can participate in the curriculum
- B. Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- C. Improving the availability of accessible information to disabled pupils

At Edenham 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 to their full potential. Everyone in our school is important and included.

We strive to promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. Our school aims to treat all its pupils fairly and with respect, and without discrimination of any kind. This involves providing access and opportunities for all.

We work hard to ensure we recognise 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.

2. Legislation and guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 relating to Disability, the Equality Act 2010 and the Department for Education (DfE) guidance for schools on 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 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".

3. Definition of Disability

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

- He/She has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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 specialist equipment, additional staffing or adjustments to premises.

This plan sets out the proposals of the school, intended to secure appropriate access to education for disabled pupils in the three required areas of curriculum, environment and information:

- **Curriculum;** Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits
- **Environment;** Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- **Information;** Improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents, and be made available within a reasonable time frame.

Edenham Primary School aims to treat all members of its community, including pupils, staff, governors and other stakeholders favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting attitudes to disabled people in school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

4. Linked Policies

The Accessibility plans should be read in conjunction with, for example, the school's policies for;

- Managing of Medicines in School
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Behaviour and Discipline Policy
- Inclusion Policy
- Positive Handling Policy

5. Monitoring and Evaluation

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by the SENDCO, SEND Governor and the Head Teacher.

6. Action plan

Appendix 1 - this action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim 1; To increase the extent to which disabled pupils can participate in the school curriculum; our key objective is to reduce and eliminate barriers across the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| SHORT TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------------|---|---|--|--|---|
| | <ul style="list-style-type: none"> To have identified as early as possible, pupils who may need support additional to or different from provision regularly provided. Needs will be met as early as possible by the school. | <ul style="list-style-type: none"> To liaise closely with preschool settings to review pupil intake for needs. To ensure that Pupil Learning Journey evidence provided by preschool settings is studied and utilised proactively. To meet with parents of Reception intake during June and July in order to discuss their child's needs. | <ul style="list-style-type: none"> June/July T6, annually | <ul style="list-style-type: none"> EYFS Leader HT | <ul style="list-style-type: none"> Procedures/ equipment/ staffing/ differentiated curriculum in place for September. |
| | <ul style="list-style-type: none"> To ensure that the medical needs of all pupils are met fully within the capability of the school (Epilepsy, severe allergies, asthma, ASD, Kidney problems) | <ul style="list-style-type: none"> To ensure that care plans are kept up to date – at least annual review. Maintain communication with parents/ carers and ensure that they are aware that they also need to communicate changes to school as soon as possible. Provide training and information for staff as appropriate or necessary. | <ul style="list-style-type: none"> Early Sept Ongoing | <ul style="list-style-type: none"> HT | <ul style="list-style-type: none"> All pupils are able to engage fully, healthily and happily in school life. |
| | <ul style="list-style-type: none"> To ensure continuing compliance with the Equality Act 2010. To ensure best practice for disabled pupils is embedded in school policies and practice. | <ul style="list-style-type: none"> Review all statutory policies to ensure that they reflect inclusive practice and procedure. | <ul style="list-style-type: none"> In line with Local Governing Board/ Academy Trust Charters timeline. | <ul style="list-style-type: none"> HT Nominated governors/ staff with identified responsibilities. | <ul style="list-style-type: none"> All policies reflect inclusive practice and procedure. |
| | <ul style="list-style-type: none"> To maintain close liaison with existing parents/ establish close liaison with parents new to the school in order to ensure best provision for pupils. | <ul style="list-style-type: none"> Review medical care plans at least annually with parents. Ensure SEND review meetings include explicit review of accessibility requirements for pupils with disabilities. | <ul style="list-style-type: none"> Early September Cycle of SEND review meetings | <ul style="list-style-type: none"> SENDCO HT | <ul style="list-style-type: none"> There is a clear and collaborative approach to supporting pupils. |
| | <ul style="list-style-type: none"> To maintain or establish liaison with outside agencies for pupils with ongoing health needs, requiring specialist or additional support. | <ul style="list-style-type: none"> Invitations to outside agencies for SEND review meetings. Request guidance or update reports as relevant, from outside agencies if they are unable to attend SEND review meetings, in advance of meetings. | <ul style="list-style-type: none"> Cycle of SEND review meetings. | <ul style="list-style-type: none"> SENDCO Administrative team | <ul style="list-style-type: none"> There is a clear and collaborative approach to supporting pupils. Learning or care plans are well- informed. |

| MEDIUM TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-------------|---|--|--|---|--|
| | <ul style="list-style-type: none"> All SEND pupils will make good progress in their learning, from their starting points and at least in line with expectations identified for them. | <ul style="list-style-type: none"> Fine review of attainment and progress undertaken regularly by class teachers. SEND to maintain overview of SEND pupils' progress, in order to adapt Provision map, or support teachers in meeting needs where necessary. All SEND pupils to be clearly identified as such on MiS (Scholarpack) and in house tracking system (OTrack) | <ul style="list-style-type: none"> Termly tracking updates and reviews. | <ul style="list-style-type: none"> Teachers SENDCO SLT | <ul style="list-style-type: none"> Progress is made towards individual pupils' targets. Provision mapping reflects identified needs. |
| | <ul style="list-style-type: none"> To maintain or establish liaison with outside agencies for pupils with ongoing health needs, requiring specialist or additional support. | <ul style="list-style-type: none"> Invitations to outside agencies for SEND review meetings. Request guidance or update reports as relevant, from outside agencies if they are unable to attend SEND review meetings, in advance of meetings. | <ul style="list-style-type: none"> Cycle of SEND review meetings. | <ul style="list-style-type: none"> SENDCO Administrative team | <ul style="list-style-type: none"> There is a clear and collaborative approach to supporting pupils. Learning or care plans are well-informed. |
| | <ul style="list-style-type: none"> All pupils will have full access to the curriculum in our school. | <ul style="list-style-type: none"> Seek and act on specialist advice as necessary. Plan and provide for a differentiated curriculum; alternatives offered or adjustments made where necessary. Support staff deployed appropriately. Interactive ICT and other practical resources used routinely. Ensure equipment to support pupils with disabilities is used as required; seating/ coloured overlays/ specialist writing equipment etc | <ul style="list-style-type: none"> Ongoing | <ul style="list-style-type: none"> Teachers SENDCO | <ul style="list-style-type: none"> Advice taken and planned for is acted upon routinely. All children are able to access the school's curriculum with their peers appropriately. Pupils with identified disabilities are enabled to make good progress. |

| LONG TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|-----------|--|--|---|--|--|
| | <ul style="list-style-type: none"> Short/Medium term targets will have been reviewed and next steps identified, annually. | <ul style="list-style-type: none"> See above | <ul style="list-style-type: none"> Annually – T6 | <ul style="list-style-type: none"> SLT Governors | <ul style="list-style-type: none"> All SEND pupils will be able to participate fully in school life and make good progress. |
| | <ul style="list-style-type: none"> Governors to have an increasingly confident overview of provision for SEND pupils | <ul style="list-style-type: none"> Govs ensure that monitoring takes place specifically to focus on Accessibility plan twice per year. Govs will question HT/SLT/ Nominated Governor during GB meetings on Accessibility actions, progress and next steps. | <ul style="list-style-type: none"> In line with charters | <ul style="list-style-type: none"> Governors | <ul style="list-style-type: none"> Governors identify how school meets the needs of SEND pupils + how effective actions are on pupil wellbeing/ progress. |