

Eastbury Farm Primary School

Accessibility plan



Approved by:	Eastbury Farm Governing Board	Date: Summer 2023
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Last reviewed on:	Summer 2023
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Next review due by:	Summer 2026
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. We are 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 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. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

- Behaviour Policy
- Curriculum Policies
- Equality Scheme
- Health & Safety Audit
- School Development Plan
- SEND Policy

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Physical Environment

Where a child has needed support due to a disability, the school make every arrangement possible to ensure that they have access across the school site. In some cases, a risk assessment may be carried out and shared with the child and their parents where they can also have an input in finalising. The child with a disability may also have support from an adult so that they can access the school site safely, especially when using stairs and outdoor steps.

Where a parent (with child), visitor or staff needs access to the school via the carpark, arrangements can be made so that a parking space can be reserved as close as possible to the building entrance to improve accessibility.

4. Curriculum

Following the National Curriculum, teachers set high expectations for every pupil and plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers are responsive in identifying pupils' needs and overcoming potential barriers. We adhere to the SEND Code of Practice 0-25 (2015) with a focus on delivering High Quality Teaching in lessons. Changes are made to some areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum may present particular challenges, for example: P.E. for pupils with a physical impairment. However, adjustments are made to the equipment, resources, topic vocabulary, support given, work required and physical environment to ensure that children can have access. To support children with a disability in P.E., further advice and guidance may be sought from outside professionals including occupational health or medical consultants familiar with the child.

5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. How we plan to increase the extent to which disabled children and young people can participate in our school curriculum				
TARGET	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALES	SUCCESS CRITERIA
SEND and Medical register and information on children with additional needs updated regularly and when need arises	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Meet with parents of children whose care plans/documentation needs updating. Discussion with children where appropriate.	HT SENDCO Welfare Assistant	Annually in September and when needs arise	SEND and medical needs updated. Staff will have a good understanding of SEND and medical needs in the school Teachers and TAs aware of the needs of the children in their class
All children have access to a broad and balanced curriculum	All children access the curriculum. Lessons to be differentiated, and accessible for all. Planning scrutiny, pupil voice and book feedback Children have the necessary support to access the curriculum (e.g. graphic organisers, scaffolds, adults) Extra time to complete lessons (or school and statutory assessments within the provided guidance)	SLT Class Teachers SENDCO	Half termly monitoring	All children will have access to the curriculum. Lessons will be differentiated or personalised so that all children can access all subjects where necessary

1. How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

TARGET	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALES	SUCCESS CRITERIA
School visits are accessible for all children	Contact the residential or museum. Risk assessment of site, and prerec the site. Action plan in place, contact insurance company. Determine what the child can and cannot do (seek medical advice where necessary).	SLT Class Teachers SENDCO	Annually As and when needed	All children will take part in offsite school visits and residential
Staff provide alternative ways of giving access to experience or understanding disabled children in exercise or P.E.	Staff training where necessary to support children. Medical advice (pediatrician or occupational health) advice sought and acted upon. Use of expert sports coach to differentiate and provide opportunities for participation. Discussion with pupils	SLT SENDCO PE Subject Leader	Ongoing	All disabled children are able to take part in exercise and P.E.
Lessons are responsive to the diversity of children in our curriculum and resources	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. Discussion with pupils about diversity and the curriculum	SLT Class Teachers SENDCO	Ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

1. How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

TARGET	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALES	SUCCESS CRITERIA
Ensure that the medical needs of all pupils are met fully within the capability of the school	To liaise with external agencies. Make relevant referrals to external agencies. To identify staff training needs	SLT SENDCO Welfare Assistant	Annually	All advice acted upon. All pupils needs are met and they are able to access the curriculum

2. How we plan to improve the physical environment of our school for disabled children and young people

TARGET	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALES	SUCCESS CRITERIA
Ensure that children with disabilities can access all areas of the school site	Individual risk assessment for child. Regular meetings with parent. Ensure all staff are informed of the child's plan and risk assessment. Designated adult to support the child Agreed plan put into place to support child's needs. Discuss risk assessment/action plan with parents of child with SEND.	SLT SENDCO SBM Site Manager	Ongoing	Child can access all areas of the school (with support)
Anticipatory measures to support children moving around the school	Disabled children sitting near the fire-exit or doors for quick or emergency exit Adult support as necessary for accessing or moving around the school. School is kept clean and tidy and avoid of any mess or hazards Fire exits are kept clear in each class and communal areas Steps and stairs have handrails to support access Risk assessment Alternative 'safe space' for disabled child to meet outside the school in case of an emergency as necessary	SLT SENDCO Class Teachers	Ongoing	Children are able to access the school easier with the measures in place (e.g. quick emergency exit, adult support, use of handrail)

2. How we plan to improve the physical environment of our school for disabled children and young people

TARGET	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALES	SUCCESS CRITERIA
Ensure that children feel safe and involved at playtimes	Play leaders/sports leaders to encourage children to join in games. Zones of Regulation used consistently by all staff. The Nest Lunchtime Club. Pastoral Teacher support	SLT SENDCO Pastoral Teacher	Ongoing	Children feel safe in school and can participate in a number of activities (inc breaktime)
Maintain the disabled toilet	Regular cleaning of the Disabled Toilet. Ensure that it is clear of any hazards.	Site Manager SBM	Ongoing	Disabled access toilet for disabled pupils/ staff and visitors
Designated disabled car parking space in the school carpark to provide easier access for children and/or people with disabilities	Always ensure that the space is clear for disabled pupils/parents/visitors access	Site Manager SBM	Ongoing	Identified signed disabled car park space Disabled parents/children with cars can park in the school car park

3. How we e plan to improve the delivery of information to disabled children and young people

TARGET	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALES	SUCCESS CRITERIA
Review documentation on website to check accessibility for parents	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this	HT SBM/Office staff	Termly (review of website)	Office staff know what parents may require additional support. Parents will be aware of what is happening at school (e.g. via website).
Written materials are available in different formats to support all types of learners	Provide parents with hard copies of letters or work where necessary (e.g. no access to printer/IT/internet) Office staff able to use Google translate where necessary Ensure parents with visual impairments can access or enlarge papers. Invite parents who may need support completing forms into the office	SBM/Office Staff	Ongoing	Parents and carers can access relevant information from school

