

ESSEX PRIMARY SCHOOL

Accessibility Plan

Reviewed July 2019
Next Review due July 2022

Accessibility Plan
Essex Primary School
June 2019-June 2022

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10.

Essex Primary School's building is well-designed to meet the needs of disabled pupils and staff:

- All classrooms are on the ground floor. The staff room at 1st floor level is served by a lift as well as stairs.
- Use of classrooms can be adapted to meet pupils' needs
- All public-access rooms, including the front entrance, toilets and halls are on the ground floor, with a low step or ramps.
- We have 6 disabled toilets on the ground floor and one on the first floor making a total of seven. Four of the toilets incorporate wet rooms. Two of the disabled toilets are for adults with one located on the first floor near the staffroom and next to the lift.

Definition of Disability

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

- They have a physical disability or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuation conditions).
- 'normal day-to-day activities' include everyday activities such as eating, washing and going shopping

Key Objective

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils and our adult users with a disability

Principles

1. Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
2. The school recognises its' duty under the Equality Act
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan
3. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's rights to confidentiality.
 4. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils:
 - Responding to pupils' diverse learning needs.
 - Overcoming potential barriers to learning and assessment for learning for individual and groups of pupils

Actions

Essex Primary School has identified the following points for action, in order to achieve the key objective:

- **Physical environment**
The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.
- **Delivery of the curriculum**
School staff will continue to receive training in making the curriculum accessible to all pupils, and will be aware of its importance. The school will seek and follow the advice of a range of outside agencies.
- **Provision of information in other formats**
Improving access to information usually provided in written form to pupils, staff, parents and visitors with disabilities. The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

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

- Curriculum Policies
- Equality information and objectives (including the Single Equality Duty)
- Health and safety (including off-site safety)
- Inclusion/Special Educational Needs
- Behaviour Management
- Teaching and Learning
- Moving and Handling
- Medical
- Admissions

ESSEX PRIMARY SCHOOL ACCESSIBILITY ACTION PLAN

Section 1. Access to curriculum					
	TARGET	STRATEGY/ACTION REQUIRED	OUTCOME	TIMESCALE	RESPONSIBILITY
1	Staff to seek to remove all barriers to learning and participation	<ul style="list-style-type: none"> • Seating arrangements appropriate • Groupings to allow minimum change for disabled pupils • Space allowed for manoeuvring of wheel chair/ frame/static chair • Use of IWB, awareness of font size & colour of text • Direction of sound, signing and potential for lip-reading for Hearing Impairment (HI) use of individual radio aids/soundfield systems • Minimise distractive noise • Worksheets enlarged to A3 if required for Visually Impaired (VI) 	<ul style="list-style-type: none"> • Classroom provision is increasingly more effective • All SEND children able to learn, participate and make at least good progress 	To be actioned at time of pupil starting school or immediately as barrier to learning occurs	Class Teachers AHT/SENDCo Inclusion Team
2	Increase the effectiveness of Speech & Language provision in school	<ul style="list-style-type: none"> • Evaluate and implement improved S& L provision 	<ul style="list-style-type: none"> • Classroom provision is increasingly more effective for pupils with S & L needs • Pupils with S& L needs are making at least good progress • Early effective intervention will reduce need for intensive intervention in the upper key stages • Attainment gap closed between vulnerable pupils & their peers 	Provision reviewed and amended within first half term of academic year	AHT/SENDCo Inclusion Team
3	Training for staff in supporting and teaching children with specific learning difficulties	<ul style="list-style-type: none"> • Regular staff training taking place • Courses offered by external agencies 	<ul style="list-style-type: none"> • Better outcomes and measurable progress for children with specific learning difficulties 	School INSETS within Aut term. External training throughout the year as required	AHT/SENDCo Inclusion Team External agencies

Section 2. Physical Access

	TARGET/ISSUE	STRATEGY/ACTION REQUIRED	OUTCOME	TIMESCALE	RESPONSIBILITY
1	Ensure that educational visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> Thorough planning and EVC visits Arrange specific staffing, equipment, and transport to ensure these pupils attend trips alongside their peers 	<ul style="list-style-type: none"> Educational visits are fully accessible 	Overview and planning of visits at beginning of academic year (Aut 1)	Class teachers EVC co-ordinator AHT/SENDCo Inclusion Team
2	Improve access for pupils who may experience difficulty moving around the school	<ul style="list-style-type: none"> Ensure care plans are in place to support all pupils with mobility difficulties 	<ul style="list-style-type: none"> Safe movement for all pupils around the school 	Prior to pupil starting school	SLT AHT/SENDCo Inclusion Team
3	Afterschool clubs accessible for all pupils	<ul style="list-style-type: none"> Ensure access is available for all pupils including those with physical and sensory disabilities Provide adult support if necessary Make physical adaptations as required 	<ul style="list-style-type: none"> Clubs are fully accessible 	Planning for clubs at end of each school half term	SLT AHT club co-ordinator AHT/SENDCo Inclusion Team

Section 3. Access to information

	TARGET/ISSUE	STRATEGY/ACTION REQUIRED	OUTCOME	TIMESCALE	RESPONSIBILITY
1	Text messaging service used effectively to inform and engage parents who access it	<ul style="list-style-type: none"> Regular use of text messaging to get up to date messages to parents 	<ul style="list-style-type: none"> Parents able to access information. 	Parents access to be monitored and reviewed throughout the year	HT/DHT Office Manager
2	Ensure arrangements in place to provide learning material in a variety of formats to meet specific children's needs.	<ul style="list-style-type: none"> Enlarged fonts /worksheets -> A3 Colour overlay Provision of materials/recommendations of Speech and Language Therapists (SALT) Use available ICT equipment and programs to enable access for pupils and to alter screen colour, background, print or font 	<ul style="list-style-type: none"> Pupils able to access learning information and materials Buy-in Speech & Language Therapist continue in post 	<p>In place immediately pupil starts school</p> <p>Within 1 week for pupils already in school</p>	<p>SLT (as part of monitoring/ observations – teaching and learning)</p> <p>AHT/SENDCo</p> <p>Class Teachers</p>
3	To continue improving communication for SEN children	<ul style="list-style-type: none"> Communication boards Speech and Language Therapist provision Training for staff Staff trained in Signalong 		<p>In place immediately pupil starts school</p> <p>Within 1 week for pupils already in school</p>	AHT/SENDCo Inclusion Team