



Accessibility Plan

Reviewed February 2017
To be reviewed February 2020

Mission Statement

We strive to strengthen our relationships with others as part of God's family. We are a place of distinctive excellence where all are valued as individuals. We achieve this by involving our children in a lively and relevant curriculum.

Our aims are:

- To provide an awareness and experience in the Christian faith, cultivating spirituality, mutual respect and responsibility.
- To encourage our children to explore and experience the Christian faith, develop a true sense of awe and wonder and celebrate the significant Christian festivals.
- To promote the highest academic standards in all aspects of the curriculum by ensuring that all of our children learn and make progress.
- To ensure that everyone within our school feels safe and valued and is encouraged to develop lively enquiring minds, to question and reason.
- To encourage independence and skills for life-long learning.
- To teach respect for others and their beliefs through RE, Collective Worship and the hidden curriculum.
- To nurture links between our school, the home, the parish and society.

Purpose

This plan has been guided by our vision and aims and our SEND policy and is to secure provision for members of our community with disabilities. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

At Easington Church of England Primary School we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

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



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We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

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

- Behaviour Management Policy
- Critical Incident Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Objectives
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy
- Staff Handbook

The Accessibility Plan will be published on the school website and will be monitored through the Governor Finance and Premises Committee.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

This plan includes:

- a description of processes for identifying, removing and preventing barriers for people with disabilities
- a brief summary of progress in relation to previous planning
- our objectives for improvement of accessibility over a three year period
- how our plans for improvement will be monitored

Accessibility Planning Process

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services



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- Awareness
- Communication of information

Physical Facilities

This aspect of review and planning pertains to the physical environment of our school and explores the need for specialist facilities as required. It also addresses any alterations that may be required to the structure of the building to secure access for pupils, staff, parents and visitors.

The School Curriculum

All matters that pertain to a review of the curriculum are addressed in this part of our review and planning process. Our aim is to ensure that we secure access for pupils with disabilities. It considers provision for teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities and school visits. It also addresses the need for specialist aids and equipment that may be required for some pupils to secure their access to the curriculum. The needs of staff with disabilities will also be considered to ensure that they are able to fulfil their role in delivering the curriculum and securing the progress of all pupils.

Support Services

This looks at access to services that we currently provide within, and external to the school, to support children and families where a disability is identified.

Awareness

Review and planning in this area identifies training and development of staff. We aim to ensure that all staff are aware of the possible needs of persons with disabilities. Through diversity and equality curriculum opportunities, it also seeks to heighten children's awareness of issues in relation to disability.

Communication of Information

Planning in this respect addresses how information about our work is communicated within the school and to a wider audience. It also examines communication between the home and school and within the school context about pupils who are identified as having a disability.

This plan will be amended in the light of emerging information received from the school's evaluation and review procedures and updated accordingly on a needs basis. It will be subject to a complete review in February 2020.

ACCESSIBILITY REVIEW AND PLANNING PHYSICAL FACILITIES

Access Audit

The school is a single storey building with narrow corridors and several access points from outside. The hall is accessible to all. On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is disabled toilet facility available – this is fitted with a handrail.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Process for Identifying barriers

Annual Governor monitoring

- Daily monitoring of EY areas
- Review of classroom environment at transition
- General risk assessments for activities
- Feedback questionnaires as part of school evaluation process
- SEND Support Plan reviews
- Wellbeing monitoring
- Feedback from visitors
- Views of disabled persons

Summary of Progress in Relation to Previous Planning

Improve yard area – remove "paddock" area to increase yard space. Not completed. Awaiting fence erection and subject to available funds.



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Move corridor pegs from outside IT room and HT office to improve access and space in corridor. Completed.
Improve corridor storage by purchasing lockers for children's use. Completed.

Objectives for Improvement

- To clear disabled toilet area – this is dependent on funding to purchase further storage.
- To keep disabled bay free in car park

Monitoring of Plans

These objectives will be monitored by our Finance and Premises Committee

THE SCHOOL CURRICULUM

Process for Identifying barriers

- Daily review of impact of Learning Support
- Monitoring of class teachers
- Analysis of performance data
- Outcomes of Support Plan reviews and parents consultation
- Advice and audits from external sources
- Discussion with staff.

Summary of Progress in Relation to Previous Planning

Purchase resources as and when appropriate when advised by outside agencies. Completed as and when deemed necessary.

Objectives for Improvement

- Continue to review impact of intervention ensuring that Quality first Teaching is the first “wave” of intervention.
- Continue to use Pupil Progress meetings to identify children at risk of underachievement are identified and appropriate strategies are used.

Monitoring of Plans

This objective will be monitored our SEND Governor

SUPPORT SERVICES

Process for Identifying barriers

- Feedback from children and parents
- Analysis of performance data
- Ability to meet needs of community as requested
- Ability to secure external support as required
- Outcomes of Support Plan reviews.

Summary of Progress in Relation to Previous Planning

- Update School SEND Report on school website. Completed.
- Develop new links with emerging agencies – on-going
- Review support of occupational therapy for a named pupil. Completed

Objectives for Improvement

- Continue to liaise with parents and outside agencies to ensure children are in a position to make the best possible progress
- Continue to provide CPD for staff around specific needs of children and presenting concerns

Monitoring of Plans

This plan will be monitored by SENCO, Head Teacher and the SEND governor.

AWARENESS

Process for Identifying barriers

Feedback from children and parents

Analysis of performance data

Ability to meet needs of community as requested



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Ability to secure external support as required
Outcomes of Support Plan review.

Summary of Progress in Relation to Previous Planning

Address different aspects of disability through PSHE curriculum and all other unplanned opportunities – partially completed

Objectives for Improvement

- Address different aspects of disability through Collective Worship and assemblies
- Continue to challenge stereotyping through curriculum opportunities

Monitoring of Plans

This objective will be monitored by the Curriculum, Standards and Ethos Committee

COMMUNICATION

Process for Identifying barriers

- Feedback from children and parents
- Questionnaires
- Feedback from external agencies
- Support Plan reviews

Summary of Progress in Relation to Previous Planning

Purchase and use text message service - completed

Objectives for Improvement

- To continue to improve access to information for parents about external support available via newsletter
- To review children’s records ensuring school’s awareness of any disabilities – via records passed up to each class teacher, end of year class teacher meetings, annual reviews with parents, Support Plan meetings, medical forms updated annually for all children, Health Care plans reviewed with parents

Monitoring of Plans

These objectives will be monitored by the Curriculum, Standards and Ethos Committee

Reviewed.....By.....

Role.....