



Easington C of E Primary School Accessibility Plan

Reviewed June 2020
To be reviewed June 2021

This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and governors of the school.

We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Easington C of E Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for children/students with a disability, expanding the curriculum as necessary to ensure that children/students with a disability are as, equally, prepared for life as are the able-bodied children/students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these children/students in accessing the curriculum.
- Improve the delivery of **written information** to children/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These Action Plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion



Easington Church of England Primary School



- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent Accessibility Plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Accessibility Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School Brochure will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

The Accessibility Plan will be monitored through the Finance and Premises Committee of the Governors.

The school will work in partnership with the LA in developing and implementing this Accessibility Plan. OfSTED, as part of their inspection cycle, will monitor the Accessibility Plan.

The Finance and Premises Committee review this policy every three years in the spring term or sooner if required.

Head Teacher/Chair of Governors



Aims and objectives

Our Aims are:

- o Increase access to the curriculum for pupils with a disability,
- o Improve and maintain access to the physical environment
- o Improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we will collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Curriculum

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Physical Environment

All pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Information

Different forms of communication need to be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information will be planned, with a range of different formats available for disabled pupils, parents and staff. This will form part of the Action Plan below.

Access Audit

The school is a single storey building. The building has wide corridors and doors. The school has disabled access toilet facilities. None of the internal doors have automatic opener/closers. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority .