

Accessibility Plan

Eastfield Primary School



Written by: Ben Statham **Date:** January 2021

Approved by: Karen Fernandes **Date:** May 2022

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Eastfield Primary School aims to make learning equally accessible to all. Our curriculum, teaching, environment and extra-curricular opportunities are designed with all Eastfield children in mind. Our Core Values underpin all that we do, one of which is being 'inclusive of others'.

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 aware of 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|---|---------------------------------------|---|--------------------|-----------------------------|--|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> ● school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum | Offer high quality education for all. | Continue to review approaches to differentiated | HT/DHT | Ongoing | Curriculum meets the needs of all children |

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|-----|--|------------|-------------------------------|--------------------|-----------------------------|------------------|
| | <ul style="list-style-type: none"> ● We provide additional facilities, such as a sensory room and smaller group rooms, for those who benefit from them ● Signage and communication methods used by staff are designed for children with disabilities, including PECS and Makaton. ● All children in KS2 learn British Sign Language ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs and are reviewed regularly as part of their ECHP/LSP provision. <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> | | learning in all subject areas | | | |

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| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Disabled parking bays <p>Disabled toilets for staff and an individual toilet for children with needs and changing facilities in the welfare room, ramps to access the building, wider doors to accommodate wheelchair use and the school is primarily on one level with no need to access stairs.</p> | Offer accessible access to the school for all. | Continue to review and improve current facilities | HT | Ongoing | All individuals have full access to the school |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources for those whom require it ● Pictorial or symbolic representations <p>We also work with external professionals who help to ensure that we are meeting the needs of all children, regardless of their disability, within our school</p> | To ensure information is accessible | Continue to review and improve current methods in place. | HT | Ongoing | All individuals have full access to information within the school. |

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|---|--|------------------------------------|--|--------------------|-----------------------------|---|
| | | | | | | |
| To help ensure access to the full curriculum to all pupils, regardless of their disability. | <p>Work with external agents to support childrens' individual needs based upon a needs assessment to enable them to access the curriculum.</p> <p>Additional access requirements applied for, for children taking part in external assessments (e.g. additional time, large print copies...)</p> | To ensure access to the curriculum | Continue to work with external agencies and apply for access requirements for individual children. | HT/SENDCo | Ongoing | All individuals have full access to the curriculum. |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report