



Eastlands Primary School

Accessibility Policy & Plan

Date	Review Date	Coordinator	Nominated Governor
March 26	March 29	Helen Devine Katie McGuire	FGB
	(annual/biannual/ triennial)	Website publication <u>Yes /No</u>	Committee FGB

At Eastlands Primary School we strive for quality education through outstanding teaching and learning by holding the highest expectations of all our pupils. We take pride in putting children first, knowing each child's strength and needs so ensuring no child is left behind. Nurturing the whole child is our goal.

Eastlands Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Vision Statement Aims;

1. To celebrate perseverance, resilience and risk taking, ensuring children welcome challenge and are not frightened to make mistakes.
2. To encourage children to take ownership of and responsibility for their learning, so they have the confidence and curiosity to ask questions, solve problems and respond to quality feedback.
3. To praise hard work, determination and having a positive attitude.
4. To develop our school so that it has consistency at its heart, that it is a creative and exciting place for our children and for the community, that we have high expectations of each other and that we hold each other to account.
5. To educate in a holistic way, focusing on the social, moral, creative and artistic as well as academic.
6. To give opportunities to develop the knowledge and skills our children will need for later in life.
7. To build a school community with positive relationships based upon clear values, respect and support.
8. To be ambitious for our children and for our school



This policy is written with regard to the following legislation:

- Special Educational Needs and Disability Act 2001
- Equality Act 2010
- School Premises (England) Regulations 2012
- Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils (DCSF)
- Planning and Access for Disabled People – A Good Practice Guide (Department for Communities and Local Government)
- [Accessibility Requirements for Public Sector Website & Apps](#).

Rationale for Accessibility and Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002, to ensure

- Disabled pupils can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day- to -day activities

Aims:

An Accessibility Policy is in place to ensure that school:

- makes every child feel welcome
- values all pupils equally
- has high expectations of all pupils
- identify and remove all barriers to learning and participation
- regularly review the school premises
- make reasonable adjustments to ensure that pupils, school personnel or visitors are not disadvantaged in anyway
- anticipate the needs of pupils, school personnel or visitors before they join the school
- work with others to share good practice

Responsibility for the Policy and Procedure

Role of the Governing Body:

- A duty to identify barriers to access, to regularly review the school premises and to produce an accessibility plan;
- Delegate powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for the effective implementation, monitoring and evaluation of this policy;

Role of the Headteacher and Senior Leadership Team:

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work closely with the Governing Body;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy;

Role of School Personnel:

- School personnel will comply with all aspects of this policy;
- Implement the school's Equality Policy;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;

Appendix A Identifying Barriers to Access - Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	Yes		Relevant staff receive relevant training. School nurse training is provided for any medical needs such as e.g. Epi pen training Train TA's and staff where applicable on use of Communicate in Printing/BSL/Makaton where appropriate Ongoing programme of staff training in disability awareness
Are classrooms optimally organised for disabled pupils?	Yes		Classrooms in the building are of average size and there is limited space for wheelchair movement. Ensure class layout is appropriate for the need of the child/children e.g. consider clear/wide space between desks
Do lessons provide opportunities for all pupils to achieve?	Yes		Children are assessed and pre-taught concepts to support them as well as adult support in class. Ongoing reinforcement of responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement
Are lessons responsive to pupil diversity?	Yes		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes		All lessons have a combination of all different groupings. Ensure children requiring additional support are receiving appropriate intervention. Specific strategies will be developed in collaboration with the SENDCo and subject leaders to address any barriers.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes		
Do staff recognise and allow for the mental effort expended by able &	Yes		

disabled pupils, for example using lip reading?			
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes		If applicable
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes		If applicable - Consider Accessibility of any offsite PE activity. Seek Advice from IDS regarding provision for children with disabilities
Is there access to appropriate computer technology for pupils with disabilities?	Yes		If applicable
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes		e.g. extra adult supervision on trips
Are there high expectations of all pupils and do all staff seek to remove all barriers?	Yes		
Do staff seek to remove all barriers to learning and participation?	Yes		
Are after school activities accessible to all pupils?	Yes		Audit participation in extra curricular activities and identify any barriers. Ensure school activities are accessible to all students Seek advice from IDS regarding manual handling issues related to extra-curricular clubs (if appropriate)

Appendix B Identifying Barriers to Access - Premises

Question	Yes	No	Action/Comment
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?	Yes		Classrooms in the building are average size and there is limited space for wheelchair movement.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?		No	All exits/ entrances do not have steps however the width of doorways may prohibit wheelchair access. Annual review of all evacuation procedures including fire drill and signage.
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	Yes		
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Yes		Review personal evacuation plans (PEEP) for all pupils/staff with a disability on an annual basis or following any change to individual or premises We do not have a visual component to our alarm.
Are non-visual guides used, to assist people to use buildings, i.e. lifts with tactile buttons?			N/A
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		No	
Are areas to which pupils should have access well lit?	Yes		There is adequate security lighting around the school premises
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes		If applicable Carpet in all classrooms.
Is furniture and equipment selected, adjusted and located appropriately?	Yes		Review furniture when purchasing new, to include height adjustable desks
Is the equipment in the disabled toilet properly installed and accessible?	Yes		We do not have a wet room/Shower

Do staff have access to training?	Yes		
Do policies reflect the school's aims?	Yes		Monitoring of policies to ensure all cater for children with additional needs Consult with parents at IEP meetings and SEND questionnaire's