

Eastlea Primary School
Accessibility Plan 2023-2026



Written: May 2016 by Emma Beeston and reviewed in May 2019 and March 2023

Responsible governor: SEND governor (Mrs D Oliver)

Approved by the governing body: March 2023 [*School Improvement Committee*]

Next review date: March 2026

Background rationale:

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which pupils with a disability can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Vision Statement:

Eastlea is an inclusive school. We aim to meet the needs of all the pupils in our care including our vulnerable learners through quality first teaching and targeted support and interventions where needed. Our curriculum provides stimulating experiences within the classroom, through the lessons, activities, visits and themed days/weeks which are planned to bring the curriculum to life and enrich learning. We aim to develop pupils' independence and create life-long learners. Staff strive to raise children's aspirations and prepare them for the next stage in their education and for life in Britain today.

Our School Aims

We are continually working to achieve our school aims which include supporting children's learning by endeavouring to:

- Provide a secure, caring and welcoming environment for children, parents, staff and visitors
- Promote effective teaching and learning where children are encouraged to achieve their full potential
- Value children as individuals, developing self-esteem and their ability to take responsibility for themselves and their actions

Eastlea Primary School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our **SEND Information report** (which is available from the school website). As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Eastlea Primary School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for children and young people with disabilities. We plan ahead, so thought is given in advance to what stakeholders with disabilities might require in the future and what adjustments might need to be made to prevent that disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Statement information.

We currently have 216 mainstream pupils in Nursery to Year 6 on roll.

The proportion of pupils with SEND Support is above the national average and the proportion of pupils with an EHCP varies termly (currently around national average).

Monitoring and review

This plan will be reviewed at least every 3 years. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

If changes are required due to pupil needs, then the policy will be reviewed on a needs basis and any actions/changes made as required.

Emma Beeston

March 2023

N.B. THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Physical Environment

Facilities already in place:

- Disabled car parking spaces available close to the school entrance.
- Dropped kerbs and paved access either side of main vehicle access.
- Pedestrian path around the edge of the carpark to the pupil entrance door from two access gates.
- Main entrance has wide doors for wheel chair access.
- Pupil entrances have double doors which would allow for wheelchair access.
- Double door handles installed for safeguarding reasons in EYFS classrooms.
- A staff and a pupil disabled toilet are available.
- Floor and low height furniture to meet the mobility needs of SEND pupils.
- Low height ICT touch screens for access and participation in the curriculum

Target for improving Curriculum access	Strategy/actions	Responsibility and Timescale	Desired outcome (monitoring and evaluation)
Consider improvements to accessibility to EYFS outdoor area from Reception and Nursery classrooms	Possible ramps to be fitted to allow access over the raised section at the bottom of the Nursery sliding doors	HT and caretaker If required	Easier access for EYFS pupils to the outdoor areas. (SEND Governor and H&S Governor)
Upstairs classrooms are not accessible for wheel chair users – location of specific class bases would need to be altered to accommodate pupils/staff with disabilities	Review position of class bases within the building and the need to perhaps move 'pairs of classes' to retain working systems	HT and SENDCo If required	Pupils who cannot access the upstairs are provided with alternative classroom accommodation within school (SEND Governor)
Improve staff awareness of responsibilities re accessibility	Continue to provide an annual staff update regarding expectations for accessibility	HT Each September (and more often if required)	Staff are aware of the school policy and key actions linked to accessibility (SEND Governor)

Curriculum

Target for improving Curriculum access	Strategy/actions	Responsibility and Timescale	Desired outcome (monitoring and evaluation)
Establish resources, expertise and a range of support networks for staff (including occupational therapists, physiotherapists, sensory support service)	Staff to be informed of available support and liaise with professionals if required. SENDCo to monitor the curriculum delivery	SENDCo and HT As required	Staff feel supported by outside professionals to best meet the needs of the pupils in their care (SEND Governor)
All school activities and visits are planned to ensure the participation of the whole range of pupils – modified to individual needs where applicable	Review educational visits policy to ensure all needs are catered for	EVC As required	All school activities and visits will be conducted in an inclusive environment with providers that comply with all the current legislative requirements. Planning includes opportunities for all pupils to take part and succeed. (HT)
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement preferred layout of furniture and equipment to support the learning process in individual class bases	Class teachers As required	Lessons can be accessed appropriately by all learners (SENDCo)
Children with hearing loss or visual impairment fully participate in the school curriculum	Liaise with Sensory Support Service. Implement agreed actions in plans provided by service. Classroom layout supports the learning process in each classroom.	Class teachers As required	Children with HI and/or VI will be fully integrated into school life and curriculum. (SENDCo)
System for monitoring progress and attainment of pupils with SEND continually refined to ensure robust picture of progress is captured	SENDCo/class based staff to select appropriate assessment systems which capture small steps of progress	SENDCo and TSAs Ongoing	SENDCo and SMT have a clear picture of the achievement of SEND pupils (HT/SEND Governor)

Information

Target for improving Curriculum access	Strategy/actions	Responsibility and Timescale	Desired outcome (monitoring and evaluation)
Make newsletters, prospectuses and other information for parents available in alternative formats e.g. on the website, and as required on Seesaw/Tapestry and via email	Review current school publications and promote the availability in different formats for those that require it	HT As required	All school information available for all (SEND Governor)
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Liaise with service for visually impaired and seek advice on converting written formats and customizing materials	SENDCo As required	The school will be able to provide written information in different formats when required for individual purposes (HT)
All parents/carers to be able to access and share information with school	Liaise with identified professionals if EAL support/translation is needed	SENDCo As required	The school can communicate effectively with all parents and carers (HT)
Children with known disability or special educational need are identified before starting school	Continue to improve liaison with other Early Years settings. Establish and build links with health visitors	EYFS Coordinator and Nursery teacher As required	Support and resources in place for children starting school (HT/SENDCo)

March 2023