



Essendon C of E (VC) Primary School

Encouraging everyone's light to shine (Matthew 5:16)

Accessibility Plan

Policy number: FP03

Frequency of Review: 3 years

Date of Ratification: January 2021

Ratified by: Finance and Premises committee

Date of Next Review: January 2024

To be read and reviewed in conjunction with:

FP01 Health and Safety Policy

Equality Act 2010

Introduction

This plan is produced in accordance with the Equality Act 2010: Schedule 10. Paragraph 3 and Disability Discrimination Regulations.

As a Church of England school, we affirm and value every member of our school community. We recognise each child and adult are unique and have a responsibility and commitment to provide the best possible education for all our children within a caring Christian community.

In line with our vision, values and curriculum intentions, we will provide a broad, balanced, relevant and challenging curriculum which is appropriate to each child's individual abilities, talents and personal qualities.

Through this Accessibility Plan, the school aims to:

- embrace a partnership between home, school and community
- offer to each member the opportunity to grow in knowledge fostered through Christian values and guidance
- give every individual a right to be part of a community where each member is valued and respected for their own worth irrespective of ethnicity, gender, identity, nationality, sexual orientation, religion, creed, ability, learning difficulty, or any other protected characteristic
- help children and their families to appreciate that they are members of the wider community in its richness, diversity and available support
- provide an exciting, engaging and relevant curriculum and setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values to ensure the rounded development of the whole child

Definition of Disability under the Equality Act 2010

The UK government states (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) that:

“You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed

'Long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection. There are special rules about recurring or fluctuating conditions, e.g. arthritis.

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

You automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.”

Planning Duty

The school recognises its duty under the Equality Act:

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In recognition of the above, we are committed to:

- Increasing the extent to which disabled pupils can participate in the school's curriculum. 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.
- Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils available to disabled pupils.

Consultation with pupils, parents and disabled people

This action plan will be reviewed every three years. At each review, members of the school community including pupils, families, staff, governors, and advisors from disability advocacy groups will be consulted by questionnaire in order to identify accessibility targets for the next cycle (See **Appendix 1: Questionnaire/survey questions**). This will include, but not be limited to, focus on:

1. Curriculum
2. Physical Environment
3. Written Information

Reviewing, Monitoring and Evaluation

The Headteacher and School Governors shall review the plan every three years.

Target 1 - Ensure full and appropriate access to the curriculum for all pupils including those with a disability (for the purposes of the SEN Code of Practice, disability includes the categories, autism, dyslexia, dyspraxia and asthma).

Agreed objective	Actions and milestones	Monitored and recorded by	Success criteria	Evidence/review
<p>Enable at risk/vulnerable/ SEN/D pupils to access all areas of the curriculum</p> <p>To ensure all staff have current relevant knowledge of SEND related issues</p> <p>To encourage staff to develop expertise in specific SEND related areas where appropriate</p>	<p>Classrooms and outdoor learning environments optimally organised to promote curiosity, participation and independence of all pupils.</p> <p>Appropriate targeted interventions (as prescribed by class teachers) delivered by support staff – ongoing. Success/ impact should be recorded and monitored on provision maps.</p> <p>Continued advice sought from appropriate agencies.</p>	<p>Inclusion Manager/ SLT to monitor the quality of differentiation and provision for SEND pupils.</p> <p>Inclusion Manager and class teachers. Recorded on class provision maps.</p> <p>Inclusion Manager</p>	<p>Reported progress in terms of reading ages and spelling ages.</p> <p>Learning materials adapted for pupils’ needs</p> <p>Teachers reporting progress in line with peers at pupil progress meetings.</p> <p>Provision mapping to be used across the whole school</p> <p>Pupil feedback on individual plans indicate whether they</p>	<p>Differentiated plans, timetables, support, scaffolding, social stories and resources to ensure access to a broad and balanced. Saved in Teacher Shared and monitored by SLT and subject leaders Lesson Observations and highlighted teacher standards. INSET sessions highlighted.</p> <p>Impact measured on pupil progress, PIVATs, groups including Maths, Writing, Reading and social skills, self-esteem, nurture, life skills evidenced and monitored on Provision maps, one page profiles and assess, plan, do, reviews saved on teacher shared – reviewed and updated by pupils, parents and staff. Monitored by SLT including Inclusion Manager and link governor. Advice received from Educational Psychologist, Autism Advisory Team and 0-25 Lead Practitioner.</p> <p>Appropriately adapted learning environments provided -</p>

	Incorporating advice into individual plans/One Page Profiles/ APDR plans and providing appropriate physical equipment e.g.: left handed equipment, visual timetables, individual workstations,		find it easier to access the curriculum.	including differentiated curriculum, work space, manipulatives and resources to remove barriers to learning. Evidenced in lesson observations and learning walks.
Monitor small steps of progress using PIVATS (RWM and PSED)	<p>PIVATS ordered and implemented into the review and process.</p> <p>All staff to be able to use the programme to monitor the progress of children on the provision map.</p>	<p>Inclusion Manager</p> <p>All staff</p>	<p>Pupils develop self-esteem and celebrate the steps made academically, sensory or emotionally.</p> <p>All pupils are aware of their next steps and can discuss these.</p> <p>Staff to communicate steps in pupil progress.</p>	<p>PIVATS assessment tool used for a small percentage of pupils. Feedback from parents, pupils and staff is positive. Impact noted on drop in observations.</p> <p>Training for staff on use of PIVATS</p>
Pupils with social skills difficulties are able to participate to a greater extent in school activities and display fewer behavioural difficulties	<p>Behaviour support plans in place and reviewed for pupils needing additional support to access social activities and playtimes.</p> <p>Expand use of forest school areas to afford greater opportunities for successful unstructured playtimes.</p>	<p>All staff</p> <p>All staff</p>	<p>Children will be supported to participate in enrichment activities where possible, at playtimes, lunchtimes and after school clubs, and PE sessions without disrupting the learning of others.</p>	<p>A lunchtime plan to be prepared, monitored and impact reviewed. Staff carefully manage re-integration into unstructured play following Covid.</p>

	<p>Whole-school focus on PSHE and SMSC to develop interpersonal skills</p> <p>Teachers to work alongside parents to pre-plan and prepare pupils for major activities within the school year (e.g. Christmas plays, church services)</p>			<p>Zones of Regulation, adoption of Kapow PSHE, new RHE policy and approach</p> <p>Teachers to identify and discuss activities which will need to be prepared for and discuss with SENDCo.</p>
<p>Staff training in the production, implementation and review of provision maps and behaviour plans. Increase confidence of all staff in differentiating the curriculum.</p>	<p>Inclusion Manager to deliver INSET on SEND and provision maps.</p>	<p>Monitoring of planning and giving feedback using diagnostic learning walks.</p>	<p>All staff will be able to access and use provision mapping effectively.</p>	<p>INSET sessions delivered by HT and Inclusion Manager to support the writing and monitoring of provision maps, One page profiles/+ and APDR documents by year group.</p> <p>Regular INSET to update provision maps.</p>
	<p>Staff access appropriate CPD (neurodiversity, autism).</p>	<p>All staff</p>	<p>Raised confidence in all staff in facilitating educational and behavioural plans.</p>	<p>Staff awareness and confidence is improved. Questionnaire results confirm this.</p>
	<p>Autism Lead, Wellbeing Lead, Mental Health Champions appointed</p>	<p>All staff</p>	<p>All staff increasingly aware of individual needs. Pupil progress reflects improving understanding.</p>	

Target 2 – Improve and maintain access to the physical environment of the school so that all pupils, parents/carers, staff and the wider community including those with a disability can take advantage of education and associated services.

Agreed objective	Actions and milestones	Monitored and recorded by	Success criteria	Evidence/review
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<p>All educational and enrichment visits to be accessible to all.</p> <p>Out of school activities are planned to ensure participation of a whole range of pupils</p>	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is risk assessed (using EVOLVE) and approved for the needs of all children.</p>	<p>Class teachers and SLT</p> <p>All staff</p>	<p>All pupils in the school are able to access the visits and take part in a range of enriching activities.</p> <p>All children who want to access the school journey will be able to do so.</p>	<p>Pupils attending a range of educational visits for a wide range of curriculum subjects (EVOLVE)– see website. All teaching staff have EVOLVE login details and complete risk assessments for school trips. The Office Manager is our trained (EVO)and ensures that the risk assessment is accurate and correct. The HT and Office Manager provides support for completing the electronic process ensuring that it is compliant.</p>
<p>Wheelchair access and car parking facilities are available for pupils/parents with disabilities</p>	<p>Children to be able to access the school building at the required time each day. Parent, relatives and children will be able to attend events at the school.</p>	<p>All staff</p>	<p>All children and their families will be able to access the school building for all curricular and extra-curricular activities.</p>	<p>Attendance of families at Christmas lunch, mother’s day lunch, father’s day lunch school concerts and collective worship celebration assemblies is greater.</p>
<p>To ensure that all pupils with a sensory needs can be safely evacuated</p>	<p>Personal emergency evacuation plans for all children who need them. System in place to ensure all staff are aware of their responsibilities during this time.</p>	<p>Inclusion Manager</p>	<p>Fire procedures frequently reviewed and accessibility considered.</p>	<p>During evacuations (inc. drill) all children evacuated the building safely and all adults are aware of their role/responsibility. Social stories provided to some pupils and strong communication with families to prepare our children with sensory needs. Evidenced by HT.</p>

Target 3 – Maintain good communication between school and all members of our community including those with a disability.

Agreed objective	Actions and milestones	Monitored and recorded by	Success criteria	Evidence/review
<p>Availability of written communications in alternative formats.</p>	<p>Review information to parents/carers to ensure it is accessible when a child is admitted to school.</p> <p>Parent survey on communication with the school. Ask parents/carers to ensure it is accessible.</p> <p>Check that all the following systems of communication are being used plus any others identified: Staff noticeboard, parentmail, email, school website, facebook, phone calls meetings and personal interaction</p> <p>Help with Nursery and reception applications as well as FSM applications to be done in the school office.</p>	<p>Some vulnerable groups have limited literacy so are unable to access parent voice. Review letters home.</p> <p>Parents to be contacted via email/telephone (Office Manager/website lead to monitor)</p> <p>SLT and Office Manager to monitor</p>	<p>Questionnaires and home/school agreement to be done during parent/teacher consultation evening so a questionnaire buddy can be provided.</p> <p>Parents accessing information more quickly in a format more suited to their requirements.</p> <p>More applications to be completed on time and increasing the access for those eligible.</p>	<p>Questionnaires completed. A greater percentage of parents are aware of events and are asking staff to clarify if needed. Staff have read out letters at the request of some families. There have been fewer phone calls to the office.</p> <p>Ongoing – parent questionnaires, parent verbal and electronic feedback. Increased number of families attended parent consultation</p> <p>Applications completed successfully and on time for all children known to the school and outside agencies.</p>
<p>Clear, straightforward and simple communication with parents and community</p>	<p>Information presented in a variety of ways. Language used is appropriate.</p>	<p>Office Manager, HT, DHT, Teachers</p>	<p>Admin and teaching staff aware of individuals who may need information explaining directly or personally.</p>	<p>Emails given – evidence of effective home/school communication.</p>

<p>Flexible communication between home and school.</p>	<p>Parent workshops organised for curriculum subjects. opportunity for questions/developing understanding.</p> <p>Parents/Carers to have staff email address.</p>	<p>Office Manager, website manager</p>	<p>Parents feel able to communicate with a member of staff.</p>	
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