

# Essendine Primary School



## Accessibility plan

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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.

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 trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships including Westminster Local Authority, 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, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Aims/ Areas for development	Actions/Strategies	Time frame	Outcomes
<p><b>Improving the curriculum access</b></p> <p>To increase access to the curriculum for pupils with a disability.</p>	<p>Implementation of an extended curriculum that includes a focus on language development and life skills, and which recognises the importance of visual support and practical hands-on learning .</p> <p>Teachers and LSAs who work with pupils with autism to attend appropriate training.</p> <p>Teachers and LSAs to receive advice from Westminster Outreach Service.</p> <p>Teachers and LSAs taught how to implement an individual workstation with visual timetable and work schedule if appropriate.</p> <p>Purchase of appropriate software.</p> <p>Training for LSAs in use of Ipads</p> <p>Training for LSAs from ICT leader &amp; 3 BM curriculum support team.</p>	<p>Ongoing</p>	<p>ICT is used effectively to help pupils access the curriculum.</p> <p>All staff will be able to implement fully the advice and recommendations from Specialist Outreach Teachers.</p>

<p>To implement further training for staff in the identification of and teaching children with ASD and other specific learning difficulties.</p>	<p>Relevant staff attend appropriate training. Outreach provision from external agencies and SALT team to support individual teachers in improving and refining provision for individual pupils.</p>	<p>Annually</p>	<p>Staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.</p>
<p>To ensure that Classrooms are organised to promote the participation and independence of all pupils.</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.</p>	<p>Ongoing</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning</p>
<p>To organise training for Awareness Raising of Disability Issues.</p>	<p>Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.</p>	<p>Ongoing</p>	<p>Whole school community aware of issues relating to Access.  Home/School Liaison officer will be a regular point of contact for parents with concerns around disabilities.</p>
<p>All extra curricular activities are planned to ensure they are accessible to all children.</p>	<p>Review all out-of-school provision to ensure compliance with legislation. Maintain Staff awareness of <b>'Evolve'</b>, and appropriate Pupil staff ratios.  Individual risk assessments are carried out for vulnerable pupils.</p>	<p>Ongoing</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p>

<p><b>Improve and maintain access to the physical environment</b></p>	<p>Blinds kept in good condition.</p> <p>Lights appropriately dimmed brightened in classroom environments</p> <p>Nosings maintained or painted lines used to provide contrast wherever needed. E.g. on steps.</p> <p>Entrances/doorways kept free of obstacles and well contrasted.</p> <p>Classroom kept uncluttered and free of obstacles.</p> <p>Uncluttered displays with thought given to contrast and size.</p>	<p>Ongoing</p>	<p>The school meets the criteria laid down by Health and Safety audits.</p>
<p>To ensure that adult support is available during key times in the school day</p>	<p>Review TA and LSA deployment times so that that individual children who need support i.e. lunchtimes, PE lessons and extra curricular activities receive appropriate support.</p>	<p>Ongoing.</p>	<p>All pupils with Learning and/or Physical disabilities have full and safe access to all daily activities.</p>
<p><b>Improve the delivery of written information</b></p> <p>To make written materials available in alternative formats</p>	<p>Review school publications are ensure that users can access them. Newsletters are accessible and easy to read. Emails and text messages are used.</p>	<p>Ongoing</p>	<p>Parents are aware of what is happening in school</p>

#### **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 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
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

