

Name of school: Ecclesfield Primary School

Member of staff responsible: J.Eagleton

Review date 1.9.2022



Ecclesfield Primary

ACCESSIBILITY PLAN

Approved by:	[Kevin Corke]	Date:	[July 2021]
Last reviewed on:	July 2021 Hannah Travers		
Next review due by:	[July 2022]		

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	5
4. Monitoring arrangements	9
5. Links with other policies	9

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

[Ecclesfield Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.](#)

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.

Ecclesfield Primary School aims to provide every child with access to a broad and balanced education that meets the specific needs of individuals and groups of children.

As an inclusive school we aim to provide equal opportunity for all our children by paying attention to the different groups of children within our school:

- boys and girls;
- children with Special Educational needs and disabilities
- minority ethnic and faith groups;
- children with EAL (English as an additional language);
- G&T (gifted and talented children);
- any children who are at risk of disaffection or exclusion

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 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.

At Ecclesfield Primary, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through our high quality planning, teaching and provision we:

- Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised
- Ensure that all children have access to a broad and balanced curriculum which is personalised to enable children to understand the relevance and purpose of learning
- Provide an accessible learning environment which is tailored to the individual needs of all pupils
- Develop children's independence and life skills
- Regularly monitor the progress of children with SEND, using a child centered approach
- Provide good quality and relevant training for all staff members supporting with SEND
- Work in partnership with parents and carers
- Work closely with external agencies and other professionals to refine and develop our provision for children with SEND

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

3. Action plan

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary. Below is a set of action plans showing how Ecclesfield Primary School will address the priorities identified in the plan. The plan is valid for three years 2019-22. It is reviewed annually.

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

Our Accessibility plan

2019 – 2022

AIM/OBJECTIVE	CURRENT GOOD PRACTICE Include established practice, and practice under development	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ● Ramps ● Corridor width ● Disabled parking bays ● Disabled toilets and changing facilities 	Construction of a new pathway from the emergency exit door in the main hall to lead to playground.	Head of School	July 2021	Pathway completed
To continue support and access tailored provision for pupils displaying complex emotional needs	Early identification of pupils requiring additional support Completion of FCAF Discussion at locality panel meetings with regard to early identification	Early identification of pupils requiring additional support Completion of FCAF Establishment of nurture group in order	SENDSCO	July 2022	

	<p>Referral to LST, FACT, Ryegate GP referral to CAMHS (parent led)</p> <p>Trauma Informed Practitioner in place to support pupils emotional needs</p> <p>Calm corners in place around school to support regulation</p> <p>Mighty Minds/FRIENDS interventions in place to support identified pupils</p>	<p>to meet the needs of identified pupils</p> <p>Trauma informed practitioners access supervision to support work with vulnerable pupils</p> <p>Whole school attendance at Trauma Informed Training Autumn 2020/Autumn 2021</p> <p>See Health and Well being action plan</p> <p>Galley Kitchen redesign and refurb to support nurture provision</p>			
<p>To reduce the gap between attendance of SEN and NON SEN pupils</p>	<p>Regular contact with parents of SEND pupils (3 structured conversations per year) to support</p> <p>Early identification of non-attenders and reasons why. Discussions with parents and working with other agencies.</p> <p>Newsletter - impact of non-attendance on learning and wider outcomes</p>	<p>Investigate reasons for absence, continue to support parents in understanding why it is important to come to school</p> <p>Parental Engagement activities offered to supports parents (e.g. coffee mornings)</p>	<p>SENDCo / Senior Business Support Officer / Finance Clerk</p>	<p>July 2022</p>	

		Leaflets shared with parents to support			
		Point of contact – LST (SENDCO)			
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a quality first teaching curriculum for pupils which is ambitious for all • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • The curriculum is reviewed to ensure it meets the needs of all pupils • Regular contact with parents of SEND pupils (3 structured conversations per year) to support • Regular updates of care plans for pupils with medical needs, ensuring all staff aware of tailored support needed, including the safety elements are considered and catered for (e.g. pupils have 	<p>Request for support form introduced outlining the provision they have provided so far, what has worked, what hasn't worked.</p> <p>Deliver INSET training to support SEND knowledge and strategies to differentiate.</p> <p>Ongoing training for all staff including training from external agencies (e.g. LSS).</p> <p>Purchase of resources to support the curriculum for all</p>	SLT SENCO	July 2021	

	<p>PEEPs if needed, access to medication and other medical supplies)</p> <ul style="list-style-type: none">• Early Identification of SEND Needs in order to modify the curriculum effectively• Monitoring of pupils regularly through pupil progress meetings, provision plans	<p>Embed the use of Birmingham toolkit in order to ensure targets are set effectively and are appropriate for pupils with additional needs</p>			
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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:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special Educational Needs Policy
- Behaviour Policy
- School Development plan
- Vision Statement