

Ecclesfield Primary

ACCESSIBILITY PLAN



Approved by:	Kevin Corke	Date: September 2024
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Last reviewed on:	September 2025
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Next review due by:	September 2026
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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

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 School, 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

children with 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 from September 2025. 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

2025-2028

AIM/OBJECTIVE	CURRENT GOOD PRACTICE Include established practice, and practice under development	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	EVALUATION
To continue support and access tailored provision for pupils displaying complex emotional needs	Early identification of pupils requiring additional support Completion of Early Help Discussion at locality panel meetings with	Continuing with early identification of pupils requiring additional support Completion of Early Help	SEND CO	Ongoing	

	<p>regard to early identification</p> <p>Referral to LST, FACT, FIS, Early Help, Ryegate, GP referral to CAMHS (parent led)</p> <p>Trauma Informed Practitioners 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>Senior Mental Health Lead training completed</p>	<p>referrals as appropriate</p> <p>Continued review of nurture groups in order to meet the needs of identified pupils</p> <p>Trauma informed practitioners continue to access supervision to support work with vulnerable pupils</p> <p>Whole-school Trauma Informed</p>			
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	<p>by 2x members of staff</p> <p>Collaborative work with Healthy Minds Team at Sheffield.</p> <p>Referrals made to Alternative Provisions to support pupils in school</p> <p>FIS meetings/ FIS advice sessions</p> <p>The Nest provision</p> <p>KSI/ KS2 Nurture lunch provision</p>	<p>Refresher Training</p> <p>Continue to apply for EHCP funding for the most high-needs pupils</p> <p>ASCETS Team parent workshop (17.09.25)</p>			
<p>To reduce the gap between attendance of SEND and NON-SEND pupils</p>	<p>Regular contact with parents of SEND pupils (3 structured conversations per year) to support</p> <p>Regular monitoring of attendance for all pupils with a</p>	<p>Continue to monitor, investigate and challenge reasons for absence</p> <p>Continue to support</p>	<p>SENDCO Attendance Team SLT</p>	<p><i>July 2028</i></p>	

	<p>focus on children with SEND</p> <p>Early Help referrals for families who struggle with attendance</p> <p>Continue to support pupils and families through early identification of non-attenders and reasons why.</p> <p>Discussions with parents and working with other agencies.</p> <p>Newsletter - impact of non-attendance on learning and wider outcomes</p>	<p>parents in understanding why it is important to come to school</p> <p>Parental Engagement activities offered to support parents (e.g. coffee mornings)</p> <p>Leaflets shared with parents to support</p> <p>Point of contact - LST (SENDCO)/</p>			
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	<p>SEND attendance is increasing year on year</p> <p>22-23 - 87.7%</p> <p>23-24 - 89.4%</p> <p>24-25 - 90.4%</p> <p>Parent workshops for parents of children with SEND - FS/ KSI and KS2</p> <p>Home visits and transport support to promote good attendance</p>	<p>Attendance Team</p> <p>Continuing to promote good attendance through different initiatives - flowers/ disco/ certificates/ dojo points</p> <p>Wishes and Feelings/ 1:1 work with the children to overcome barriers to attendance</p>			
<p>Ensure access to the curriculum for pupils with SEND</p>	<p>Our school offers a quality first teaching curriculum for pupils which is ambitious for all</p>	<p>Whole-school training for SEND and strategies to support</p>	<p>SLT SENCO</p>	<p><i>July 2028</i></p>	

	<p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Use of the SSG grid to identify the areas of need</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including children with SEND</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils with a focus on children with SEND</p> <p>Regular contact with parents of SEND pupils to</p>	<p>children with SEND</p> <p>Ongoing training for all staff including training from external agencies (e.g. LSS/ Healthy Minds/ Autism Team).</p> <p>Purchase of resources to support the curriculum for all</p>			
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	<p>support progress and attainment Regular updates of care plans for pupils with medical needs, ensuring all staff are aware of tailored support needed, ensuring that safety elements are considered and catered for (e.g. pupils have PEEPs if needed, access to medication and other medical supplies)</p> <p>Early Identification of SEND Needs in order to modify the curriculum effectively</p> <p>Monitoring of pupils regularly through pupil</p>	<p>Continue to use Birmingham toolkit and Early Development Journal in order to ensure targets are set effectively and are appropriate for pupils with additional needs</p> <p>Continue to develop partnerships with parents to support children with SEND</p>			
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	<p>progress meetings and provision plans</p> <p>All children on the SEND register have a support plan in place</p> <p>Use of Birmingham Toolkit and Early Development Journal to support target setting and progress for children with SEND</p> <p>The Nest provision in place to support high-needs children to access the curriculum at their level</p>	<p>Monitor and review planning for the Nest provision</p> <p>Parent workshops in place for SEND in FS/ KSI and KS2</p> <p>Continued review of using APs to support SEND needs</p>			
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AIM/OBJECTIVE	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTION S BY	EVALUATION
	Include established practice, and				

	practice under development				
To continue support and access tailored provision for pupils displaying complex emotional needs	<p>Early identification of pupils requiring additional support</p> <p>Completion of FCAF</p> <p>Discussion at locality panel meetings with regard to early identification</p> <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</p>	<p>Continue with early identification of pupils requiring additional support</p> <p>Completion of FCAFs as appropriate</p> <p>Establishment and review of nurture groups in order to meet the needs of identified pupils</p> <p>Trauma informed practitioners continue to access</p>	SENDCO	<i>Ongoing</i>	<p>July 2023 Evaluation:</p> <p>We have continued to utilise alternative provision for a small number of pupils. These have worked well and supported the children in succeeding in a variety of activities. Within school, we have continued to use our nurture room to support pupils with sensory needs to give them time away from the busy classrooms.</p> <p>Moving forward to 2023-2024, we are trialing two nurture lunch spaces for those pupils who need additional support over the lunchtime period</p> <p>July 2024 Evaluation:</p>

	<p>school to support regulation</p> <p>Mighty Minds/FRIENDS interventions in place to support identified pupils</p>	<p>supervision to support work with vulnerable pupils</p> <p>Whole school attendance at Trauma Informed Training Autumn 2022, refresher training throughout academic year,</p> <p>See Health and Well being action plan</p> <p>Galley Kitchen redesign and refurb to</p>			<p>We have an increasing number of pupils who access alternative provision off site. This is reviewed weekly or fortnightly with parents depending on need.</p> <p>Children who access nurture provision in school or alternate entry/exit times show a calmer start/end of the day</p> <p>Prompt referral to external services means children access specialist support and advice comes into school to support pupils. However the delay in external services support due to long waiting lists can hinder provision.</p>
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		support nurture provision			<p>July 2025 Evaluation:</p> <p>The Nest provision set up and in place to support children with SEND.</p> <p>Healthy Minds sessions started to support children's mental health and emotional needs.</p> <p>PR and EW completed Senior Mental Health Lead training with Healthy Minds.</p> <p>Continued focus on accessing alternative provision and nurture provision for identified children in school.</p>
To reduce the gap between attendance	Regular contact with parents of SEND pupils (3 structured	Investigate reasons for absence, continue to	SENDCo / Senior Business Support	July 2025	July 2023 Evaluation:

of SEN and NON SEN pupils	<p>conversations per year) to support</p> <p>Continue to support pupils and families through 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>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>Leaflets shared with parents to support</p> <p>Point of contact - LST (SEND CO)</p>	Officer / Finance Clerk	<p>SEN attendance 87.68% (END OF 22/23)</p> <p>Non SEN attendance 94.20% (end of 22/23)</p> <p>Regular attendance meetings both internally and with Local Authority attendance offices and support agencies. Regular reviews of reduced timetables for those pupils who need this. LA guidance followed</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Family liaison worker to meet with SEND absentee and complete work on feelings and strategies to support. • Further liaison with LA attendance team
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					<p>September 2024 Evaluation (Year 23-24)</p> <p>SEN 89.4%</p> <p>Non SEN 94.22%</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Family Liason Officer to work with vulnerable families to support attendance issues • Parental Engagement of pupils with SEND • Bespoke supported from Inclusion service <p>July 2025 Evaluation: SEND Attendance: 90.4% Non-SEND Attendance: 95%</p>
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<p>Increase access to the curriculum for pupils with a disability</p>	<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 	<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</p>	<p>SLT SENCO</p>	<p>July 2025</p>	<p>July 2023 Evaluation:</p> <p>Staff are becoming familiar with Birmingham Toolkit which supports small steps of progress to be made.</p> <p>SEND pupils discussed in termly pupil progress meetings. Regular check ins by 2 x SENCo</p> <p>Further deep dives during 22-23 in DT, Computing, Maths, English, Pupil Premium to support school's reflection of how pupils of all abilities and with different needs can access the curriculum. Individual deep dives were positive with next steps identified.</p> <p><u>Next Steps:</u></p>
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	<ul style="list-style-type: none"> • 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 PEEPs if needed, access to medication and other medical supplies) • Early Identification of SEND Needs in order to modify the 	<p>agencies (e.g. LSS).</p> <p>Purchase of resources to support the curriculum for all</p> <p>Embed the use of Birmingham toolkit in order to ensure targets are set effectively and are appropriate for pupils with additional needs</p>		<p>Continue additional needs support in all subject areas and resources which are needed to ensure pupils with disabilities and/or additional needs have appropriate equipment and provision to succeed,</p> <p>July 2024 Evaluation: Deep dives in different areas of the curriculum which has covered Inclusive curriculum aspects</p> <p>Monitoring of provision by SENDCos has ensured provision is tailored to meet need and the work is pitched according to need/expected progress.</p> <p>Referrals to external services are made at the earliest opportunity so</p>
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	<p>curriculum effectively</p> <ul style="list-style-type: none"> • Monitoring of pupils regularly through pupil progress meetings, provision plans 				<p>that needs can be identified and support implemented</p> <p>Advice from external services is followed and any resources needed are purchased by SENCos to meet children's needs and promote access to the curriculum</p> <p>3 structured conversations/reviews per year with parents/carers have ensured all parties are aware of the child's needs, progress and next steps</p> <p>Small steps tracking such as Birmingham Toolkit is used for identified children who struggle to access/make progress using curriculum milestones.</p>
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					<p>July 2025 Evaluation:</p> <p>Early Development Journal embedded for FS and KSI children with SEND.</p> <p>Birmingham Toolkit 'on a page' updated to support transition conversations.</p> <p>Birmingham Toolkit 'on a page' updated to ensure it is more user-friendly and manageable for staff.</p> <p>Continued monitoring of provision by the SENDCO team to ensure inclusion for all children with SEND.</p> <p>The Nest provision in place to support curriculum development for children with SEND.</p>
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					<p>Structured conversations continued between parents and SENDCO team 3x annually.</p> <p>APs used to support children with complex needs - Osmis, Treehouse, Huggihubs</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but it 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 and Disabilities Policy
- Behaviour Policy
- School Development plan
- Vision Statement