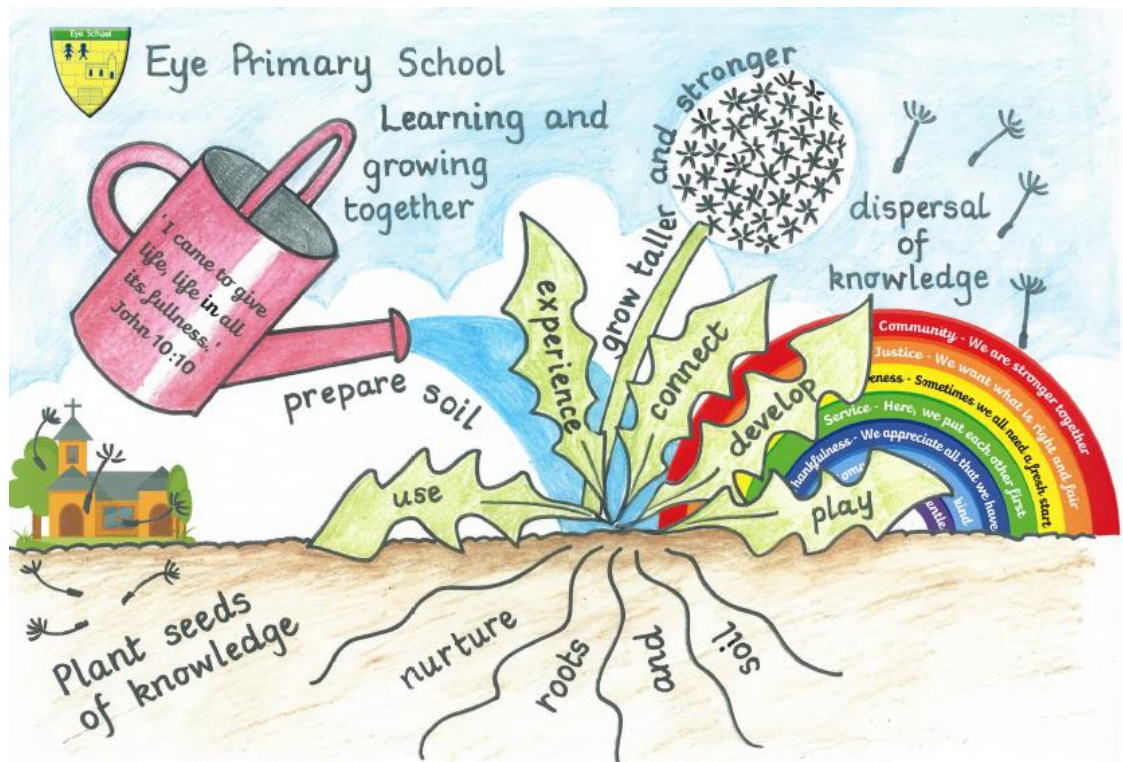


Eye C of E Primary School

Learning and Growing Together

"I came to give life, life in all its fullness." John 10:10

Accessibility Policy and Plan September 2024-September 2026



COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Eye C of E Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This commitment supports our school vision taken from Jesus' teaching 'I came to give life, life in all its fullness' (John 10:10). We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan covers a three-year period.

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Eye C of E Primary School has a duty under the Equality Act 2010:

- not to treat pupils who are disabled less favourably for a reason related to their disability;
- to make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

Specific duties

Schools have a duty to make **reasonable adjustments** for pupils with a disability. The DfE guidance states that this duty can be summarised as follows:

'When a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage. Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.'

Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. The guidance states that many pupils with a disability will have a SEND EHC plan and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHC Plan (or this doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN provisions which are part of education legislation, under which Local Authorities have a duty. In addition to the duty to consider reasonable adjustments for individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

What is a disability?

The Equality Act describes a person who is disabled as having:

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

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Physical impairment may include mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment can cover neurological problems such as specific learning difficulties; autistic spectrum conditions, speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all pupils who have a learning difficulty or special educational need are classed as disabled.

Identifying Pupils Needs -medical and disabilities

In addition to the Equality Act 2010, the governing body must ensure arrangements are in place in school to support pupils with medical conditions, under the Children and Families Act 2014.

Parents/carers, pupils and teachers will work together to identify and provide for children's individual needs. These needs will be recorded on pupil profiles, individual health care plans and where applicable, Education, Health and Care Plans (EHC). Parents/carers and pupil views will be at the centre of the planning process.

At the point of enrolment, parents are asked to notify the school of any disabilities, special educational needs and medical needs their child may have.

For some children a medical or educational need may become apparent after they have joined Eye C of E Primary School or in some cases an existing need may become more serious. It is then vital that good communication between home and school is established, so that reasonable adjustments can be made to allow the child to continue and flourish at school. To support this, parents/carers will be asked to produce any relevant reports such as EHC plans, Nursery reports and consultation notes from outside agencies e.g. Educational Psychologists.

Eye C of E Primary School recognises that children with medical needs and disabilities are entitled to a full education and have the same rights of admission to school as other children. This means school will endeavour to ensure that no child with a medical need or/and disability is denied admission or prevented from taking up a place in school because arrangements for their needs have not been made. The governing body will follow their duty to ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child.

In exceptional circumstances, after consultation and support with all relevant professionals, if Eye C of E Primary School is unable to adequately meet the needs of a child with a medical need or/and disability, parents will be informed by the headteacher as to the reasons why. School will then support them in obtaining an alternative, appropriate setting.

Throughout this process Eye C of E Primary School will take full account of:

- Specific impairments
- Pupil and parent views
- Advice from teachers
- Advice from outside agencies such as the Sensory and Physical Support Services at Peterborough City Council.

Ongoing Commitments to accessibility:

- Any new building will be constructed to be fully accessible to the disabled.
- All new equipment purchased for teaching will be considered as to the suitability of its use by pupils with disabilities, and every reasonable effort made to purchase equipment that meets the need of such pupils in a better way than the existing equipment it replaces.
- Faulty lighting will be replaced within 24 hours wherever possible.

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- When transport for trips is not suitable for a pupil or adult, alternatives will be investigated.
- No pupil will be prohibited from participating in a trip, enrichment or extra-curricular activity due to their needs.
- On school trips risk assessments will make specific reference to any pupils with a medical condition, disability or EHC of SEN.

Accessibility planning

Accessibility plans at Eye Primary School are aimed at:

- Increasing the extent to which disabled pupils can **participate in the curriculum**;
- Improving the **delivery** of the curriculum to pupils who are disabled.
- Improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, facilities and services provided;
- Improving the availability of **accessible information** to disabled pupils;

The school will provide adequate resources for implementing plans and regularly reviews them.

Increasing the extent to which disabled pupils can participate in the curriculum/Improving the delivery of the curriculum to pupils who are disabled:

The curriculum covers teaching and learning and wider provision embracing after school clubs, sporting and cultural activities and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Monitoring supports the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in sports clubs.

Improving the physical environment of schools:

The physical environment includes steps, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), doors, gates, toilets facilities, lighting, heating, ventilation, floor coverings, signs, room decor and furniture.

Improved access in our buildings can be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms.

Physical aids to access education cover IT equipment, desks, chairs, writing equipment, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and aids for children with motor co-ordination.

Concerns or complaints

Eye C of E Primary School has an internal complaints procedure which starts by asking parents to raise any concern with their child's class teacher or phase group leader, then the Assistant Heads/Deputy Headteacher. If the complaint remains unresolved then a meeting with the Head Teacher will be arranged. If the matter remains unresolved the complaints will then be looked at by the governing body at the request of the parent/carer.

Also available for support is Disabled Rights (www.gov.uk/rights-disabled-person/overview) or the Equality Advisory Support Service (Tel: 0808 800 0082) which provides a confidential help line and a conciliation service.

The School also recognises that disabled pupils or those with special educational needs may be at risk of being bullied. The School has an Anti-Bullying Policy and a Positive Behaviour Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. A copy of this policy is available on the school website.

The Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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The Accessibility policy and plan has been agreed and ratified by Governors in October 2018 and is available on the school website. The policy and plan will next be reviewed in September 2021 or before if need arises.

Linked Policies

School Development Plan
SEND Policy
Equal Opportunities Policy
Admissions Policy
Curriculum Policy
First Aid/Medicines Policy

Accessibility Plan – September 2018-September 2021

Accessibility Plan Code C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives	Accessibility Planning Code (C, E, I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
To improve access to and within the school for pupils and their families with physical difficulties and Special Educational Needs.	E	Audit school for any areas which require ramps to access entrances.	Site Manager, office manager and Headteacher	Ramps Lighting Audit record Budget from school funding (possible discussion/bid to Parish council)	Completed audit Minutes from governing body meeting Photos of before and after	September 2018-September 2019
		Improve external lighting around the school				
To continue to improve classroom sound quality for Hearing Impaired pupils.	C, I	Continue to invest in the use of Sound-field systems for classes with HI pupils. Loan of systems from HI service whilst offer available	SENCo Class teacher- to use on daily basis	Soundfield system Feedback questionnaire to HI service	End of term Data reports Feedback to HI service reference impact – via questionnaire	September 2018-loan period ends
The setting audits the environment to ensure it is accessible and safe to families and community users.	E	Parents and children will be allowed access to the school site from 8:30am and either an earlier or later collection time of 3.00pm or	School office (in consultation with the Inclusion Team)	Wraparound care Extra-curricular clubs Disabled car parking space	Registers Pupil and parent voice	Establish September 2018 – to be reviewed each term.

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		3.30pm to ensure families can gain entrance to the car park during quieter periods.				
To improve pupil and parent voice for children with Special Educational Needs enabling them to discuss their learning and aspirations. (Linked to APDRs: Children are involved in a wide range of decision making processes that affect their lives. Children are consulted on and included in planning, implementing and review policies and processes.)	C, I	Working party	SENCo Family Liaison Officer SEND governor	Meeting time Minuted meetings Case Study of working party and impact	Case Study of working party and impact Improved graduated approach for parent and pupil involvement in APDRs	Spring 2019- Summer 2019
To improve progress and participation of pupils with sensory, communication and interaction needs.	C, E, I	Autism training for all staff. Sensory training for all staff. Implement National Autism Standards with support from Advisory Teacher Service.	SENCo All staff	INSET sessions. ASD advisory team Learning Mentor leading session/making sensory resources National Autism Standards	Data analysis (Progress and Attainment) SENCo governor reports Progress on Language and Literacy Continuums. National Autism Standards. Autism Progression Framework. APDRs Staff registers for INSET.	From September 2018- to be reviewed every term. To be fully embedded by January 2020.

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		SALT training delivered by Speech and Language Therapist. Continue to refer to SALT- Blocked Speech and Language programmes for individual children.	SENCo SALT TAs SALT therapist	INSET sessions SALT therapist SALT programmes, records and reports- Children's SEND files	Staff registers for INSET. Speech and Language reports and programmes.	
To ensure that all extra- curricular activities are planned to ensure the participation of all pupils.	C	Clubs leader to review participation in all clubs. Investigate any barriers for those disabled pupils or with medical needs who are not participating, and address as needed	Clubs leader	List of children with medical needs or disabilities Clubs list and analysis	Report to show % of pupil with medical or disability needs at the start and end of each term, who participate in clubs with any significant occurrences noted. Annual report to HT to share with governing body	Termly
To ensure that the school raises children's awareness of disability.	I	Purchase resources using people with disability in a positive light e.g. books Disability assembly	Family Liaison Officer SENCo	Budget to purchase resources PowerPoint presentation and resources	Positive relationships within school Resources in the inclusion office, classrooms and around school Copy of resources used in assembly in	Annually from Sep 2018

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					SENCo file	
To ensure that any further development of the school building take DDA issues into account.	E	Work with the Local Authority and architects if building work was to be completed	Headteacher and site manager	Budget Plans	Building is fit for purpose Audit	On going

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