



Eliot Bank Primary School

Accessibility Policy and Plan

Policy Agreed: January 2016

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

1. We are 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Eliot Bank School has ensured and plans, over time, to additionally improve and ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.

It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Brochure and/or Web Page will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Eliot Bank Primary School Accessibility Plan 2016-2019

Improving the Curriculum Access at Eliot Bank Primary School

Areas previously Addressed - Maintenance and upgrades	Action Taken	Further Action Required	Outcome	Time Frame	Comments
Provision of information on disabilities for school staff	SENCo collated information on the various disabilities within the school. All relevant staff made aware in a range of ways, including: Transition procedures (on admission; class to class; school to school;) SENCO Surgery days (termly) Weekly:- inclusion team meetings, Safeguarding team meetings and Staff INSET	Ensure all procedures are implemented Incorporate new strategies as required into school procedures. Ensuring new staff have good induction.	Staff have access to relevant information and Children with auditory and visual impairments are able to access the curriculum	Ongoing process	Increased staff awareness and knowledge of disabilities resulting in high quality provision.
Training for all staff in aspects of disability relevant to our current children e.g. ASD, epilepsy. Additional training organised for other disabilities on admission.	SENCo to has organised training for support staff and teaching staff on aspects of disability. E.g. ASD, epilepsy and OT This has been shared with all appropriate staff. Liaison with health professionals Liaison / discussions / INSET from people with disabilities	Additional training and support as and when needed or identified.	Staff have access to relevant training and gain insight into the needs of people with disabilities. Children are well supported and make progress.	ongoing	Increased staff awareness and knowledge of disabilities and how to meet specific needs.
Visual timetables	All classes have visual timetables which are actively used by staff and relevant children. Where relevant visual timetables set up for home activities.	Continue and monitor	Children on autistic spectrum have understanding of how they can organise the school day-This is implemented and non-negotiable	In place	Children on autistic spectrum feel secure and have access to curriculum
Welfare forms / care plans	All children with medical / health needs / disabilities are identified to relevant staff including visiting teachers. Care plans displayed in staffroom so that appropriate action can immediately be taken	Maintain, update and review in close liaison with school nursing service.	Staff aware of individual pupils needs and meeting them	ongoing	

Learning and teaching policy offers differentiated models of teaching and range of teaching strategies	Differentiating the curriculum with close attention being paid to assessment informing planning. Reasonable adjustments made at all levels to ensure inclusion.	Now well established	Teachers are able to more fully meet the requirements of disabled children's needs ensuring they achieve to the highest standard possible.	ongoing	Increase in all pupils' access to the school curriculum. Close the gap in pupil outcomes.
Additional TAs CAs	Funding has been allocated to buy in additional SENTA's hours to support children to access the curriculum. TA/ CAs have full programme of CPD linked to school priorities in SIP and Performance Management		SENTA's employed by need.	ongoing	
Physical education	-some specialist equipment available	Further equipment to be purchased as and when needed.	All children have full access to PE		This allows OT needs to be met.
Use of specialist equipment e.g. writing slopes, pencil grips, reading guidelines	Those children who need specialist equipment and the adults involved are made aware of how to make optimum use of this	Develop further-those using specialist equipment are trained and given advice on how to use by professionals.	All children enabled to access curriculum and achieve to their highest potential.	ongoing	
Speech and language groups	Additional specialist support used to work with children and teaching assistants	Continued training.	Children with communication speech and language needs are well supported	On-going -Private Speech and Language therapist bought in	
School visits/ trips/ school journey	Risk assessments are to be adapted for individuals and specific activities. Children who have a high level of need e.g. ASD, ADHD etc. will be named on risk assessments and travel plans reorganised if necessary Additional adults used if necessary		All children participate in and are safe on school visits	ongoing	Safeguarding team

Short Term Targets January 2017	Action Required	Resources	Success Criteria	Time Frame	Monitoring and Evaluation
All policies ensure curriculum access and equality of opportunity	Give heed to disabilities duty when policies are updated	Support for Curriculum leaders if required	Policies reflect duties and current practice	SEN Policy in place September 2015	SLT Governors
Further training for all staff in relevant aspects of disability e.g. ASD, epilepsy visual impairment and other aspects if necessary.	IDP audit to identify need. Set up programme of CPD.	SS and teaching staff meeting time	Children making good progress	Ongoing	SLT and SENCo through Pupil progress meetings and monitoring.
Classrooms optimally organised for pupils with visual and auditory impairments	Maintain established good practice. Further investigate use of fonts, text size and background colours to aid pupils with SpLD and visual impairments. Continue to use outside agencies and other professionals.	Monitored and evaluated termly	Children have full access to curriculum and make good progress	Ongoing	Consult with children. Pupil progress data
Welfare forms / care plans	Update welfare forms Care plans to be inline with LA categories on the Pyramid of Need		Staff aware of individual pupils needs and meeting them	ongoing	Safeguarding team
	Risk assessments are to be adapted for individuals and specific activities. Children who have a high level of need e.g. ASD, ADHD etc. will be named on risk assessments and travel plans reorganised if necessary Additional adults used if necessary				