

ELVEDEN CHURCH OF ENGLAND PRIMAY ACADEMY

ACCESSIBILITY PLAN 2018-2020

1. Introduction

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.


It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school, recognising that the premises is an old building with small classrooms and limited space out of classrooms.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
To provide appropriate changing facilities for children	To incorporate an approved changing area into disabled toilets and EY area to enable children to be changed safely and appropriately.	Quotes by Nov 2019	Cost to be determined following assessment	LR/AG/PT Premises cttee	EY children can be changed on an appropriate surface. All children have access to appropriate changing facilities. Quotes to be sourced for appropriate changing facilities that don't require children to lay on floor and that can accommodate space.
Ramp for outside staffroom so that fire exit can be used by wheelchair users	To get quotes from builders/companies for removable ramps To commission building work	July 2019	£12,000	LR/AG/PT Premises cttee	Fire exit usable by wheel chair users. Advice obtained and due to space, there is not enough room for a ramp/turning area. Instead ramp has been built from nearest classroom and EVAC chair is on site at all times.
Access to Curriculum (Learning and Social)					
Implement and embed ELKLAN throughout school	Work with all staff, including new colleagues to implement ideas	ongoing Reaccreditation Jan 2020	3 CPD sessions	ZH (SENCO)	Decreased anxiety for children and better curriculum access. This is an ongoing project. Communication friendly status will be renewed from Jan 19. Staff training has been provided. Renewal paperwork to be completed Autumn 2019. Oct 19

To ensure children have access to the best learning spaces possible.	To research cost of acoustic panels for the hall initially, followed by Fox and Badger classrooms.	July 2020	To be determined.	LR/AG/PT	For children to be able to use hall space as a teaching and learning space without interference from acoustics.
Purchase portable soundfield systems	Explore costs Identify children who may experience glue ear or some hearing loss Evaluate impact	Jan 2020	<p>Cost of soundfield system £320 approx for portable unit</p> 	ZH (SENCO)	<p>Increased curriculum access for children with glue ear/ mild hearing impairment.</p> <p>Cost of portable unit discussed. Evaluation of areas of need to be completed by Jan 2020.</p>
Access to Training/ Information					
Annual audit of whole staff expertise and training needs	Create audit template Ask staff to complete Analyse outcomes	Every autumn term	TBD	ZH (SENCO) SLT	School aware of staff expertise and needs
Other training in response to identified needs,	Organise the training Liaise with SEN HUB	ongoing	None- HUB Or HUB Buy-In	ZH (SENCO)	Increased understanding of SEND
Purchase of Makaton resources to support children in EYFS and KS1	Explore cost and training needs for all staff working in EYFS and KS1	Spring 20	Cost to be determined by CE	ZH (SENCO)	All children will be supported by signing as well as those that have had it as recommendations.

