

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					
Ramp needed for stairs leading to hall and KS2 area. (This is also a safety issue in case of fire)	To get quotes from builders/companies for removable ramps To commission building work	July 2017	Cost to be determined following assessment	LR/AG Premises cttee	Disabled access and exit route from hall and KS2 classrooms. Evac chair has been purchased due to companies advising that stairs are too steep for a ramp to be installed.
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 March 2019	Cost to be determined following assessment	LR/AG 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.
To provide a sensory box to support children with C&I and SEMH needs	To research and purchase sensory resources To acquire sensory resources	Dec 2017	£150	ZH LR/AG	Planned interventions for children with sensory needs can be implemented Stock of resources would always be available Resources were sorted and available to children as required. All staff know where these are stored.
To put a small step under one of the boys' urinals	To identify and purchase appropriate step.	Nov 2017	Maximum £50?	LR/AG Premises cttee	All smaller boys can safely access urinal. Step is available to

					children.
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	Cost to be determined following assessment	LR/AG Premises cttee	Fire exit usable by wheel chair users. This was investigated but there is not the space to have a turning circle for chair. Additional fire doors have been installed in Fox class with ramp as well as ramp at front access to school.
Access to Curriculum (Learning and Social)					
Implement and embed ELKLAN throughout school	Work with all staff, including new colleagues to implement ideas	ongoing	None	ZH (SENCO)	Decreased anxiety for children and better curriculum access. This is an ongoing project. Communication friendly status will be renewed from Sept 19.
Implementation and embedding of Talk 4 Writing teaching throughout EYFS and KS1 as part of speaking and listening project	Training to be given to all teachers and key staff.	ongoing	Cost of individual training	SG (Asst Head and Lit lead)	Speaking and listening continues to be high priority and children given opportunities to use speaking and listening skills. Used well within EYFS and KS1. Feb 19
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 To be completed asap April 19

Whole school training for dyslexia	Organise the training	Spring 2018	None- HUB	ZH (SENCO)	All staff aware of implications of dyslexia Classrooms are showing greater dyslexia friendly resourcing SEN review Jan 19
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 SEND review being completed at as at Forest Spring/Summer 2019
To develop library of useful resources for staff to access and to participate in creation of HUB online resource library.	Liaise with SEN HUB	Ongoing	£500 for books and resources	ZH (SENCO)	Increased understanding of SEND Material made available and added to as resources are made available Feb19
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 19	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. Staff training to be provided Summer 2019

