

Vision

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10).

Evenwood C of E Primary School

Accessibility Plan 2021 - 2024

1. Vision Statement

2. Aims and Objectives

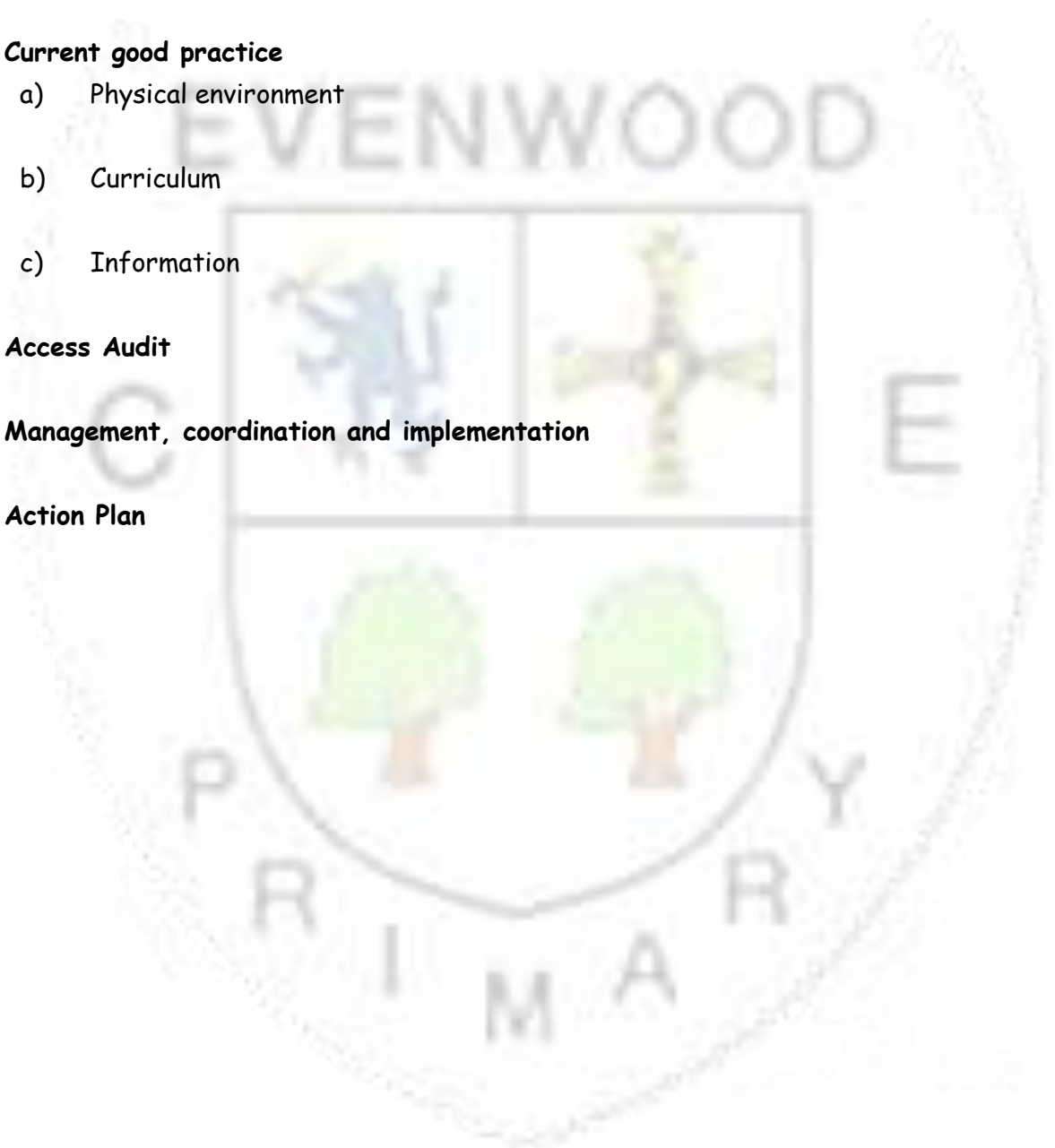
3. Current good practice

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Evenwood C of E Primary School

Accessibility Plan 2021 – 2024

1. Vision Statement:

Our Christian vision is "Life in all its fullness". Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in all its fullness' (John 10.10). We aim to ensure that everyone grows to fulfil their potential in an environment rooted in Christian values. We instil the Christian value of Service into everything we do so that children gain a respectful, caring attitude towards each other and the environment both locally and globally.

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. The current Plan will be appended to this document.

1. Evenwood's C of E Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors. When necessary, other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. Evenwood C of E 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.

4. Evenwood C of E Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

a. Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in

accessing the curriculum within a reasonable timeframe;

b. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. Evenwood C of E Primary School's Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a. Asset Management Plan
- b. Behaviour Management Policy
- c. Curriculum Policy
- d. Critical Incident Support Plan
- e. Equal Opportunities Policy
- f. Health and Safety Policy
- g. Equality Plan
- h. School Prospectus
- i. School Development Plan
- j. Special Educational Needs Policy

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility Plan will be published on the school website.

11. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12. Where necessary, the school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

2. Aims and Objectives

Our Aims are:

- **To increase the extent to which pupils with a disability can participate in the curriculum**
- **To improve and maintain access to the physical environment**
- **To improve the delivery of written information to pupils, family members and the wider community**

3. Current good practice

Aim: Increase the extent to which pupils with a disability can participate in the curriculum

We aim to remove any barriers which may prevent pupils with a disability from accessing the curriculum as fully as their peers. There can be challenges and barriers which could mean disabled pupils have limited or no access to some areas of the curriculum, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils for example: bullying, peer relationships, policies on the administration of medicines, the prevention of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. In our school, all disabled pupils currently have access to all areas of the curriculum (with adaptations as and when necessary, for example a disabled pupil in KS2 has one to one support during all PE lessons or time during free play on large apparatus, to ensure their safety and wellbeing)

Current good practice:

- Our curriculum and Collective worship celebrates difference
- We use tailored resources e.g. pencil grips, visual timetables, wobble stools, fidget toys, motor-skills programs and a number of therapy programs to support identified pupils
- We differentiate the curriculum to meet the needs of all pupils
- Staff are trained to help meet a range of specific needs e.g. ASD, speech and language, Makaton
- Identified pupils have individual outcomes which challenge and meet their needs
- Staff adapt and modify their teaching to meet the needs of all pupils
- Staff regularly communicate with parents to discuss needs and provision
- Curriculum progress is tracked for all pupils, including those with a disability
- All children are given equal access to a wide range of curriculum activities which are planned to meet a range of needs e.g. visits, visitors, themed days/week

Aim: To improve and maintain access to the physical environment

We aim to meet the needs of pupils with a disability with regards to accessing the school environment as much as possible. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All parts of our building is accessible to current pupils with disabilities. The only area in school which has limited accessibility for pupils (none currently) and visitors to schools in wheelchairs is the main school entrance where there are steps leading to the door. As we have another entrance that is accessible, we believe this is a reasonable adaptation, given financial constraints that mean we cannot have a ramp at the front entrance.

Current good practice:

- We seek advice from professionals when needed to support us in adapting the physical environment e.g. Durham Visual Impairment Team
- We have made adaptations to meet the needs of pupils including: Disabled parking bay, Disabled toilet

Aim: Improve the availability of readily accessible information to pupils with a disability

We aim to use a range of communication methods to make information accessible to all pupils. Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We offer a range of different formats available for disabled pupils, parents and staff (should this be requested or if we are aware of a disability that might require this)

Current good practice:

- Visual timetables
- Internal signage

- Collective worship addresses different needs and promotes acceptance
- Large print resources
- Pictorial or symbolic representations
- We have an open door policy so staff are available to talk to parents promptly when necessary

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. The hall and dining area are accessible to all. The entrance used by pupils and their families to enter our school grounds in the morning and at home times is fully accessible (flat and no stairs) main door into school is automatic and can be opened from inside the school reception to aid access into the building. The school has internal emergency signage and escape routes are clearly marked. On-site car parking for staff and visitors has one dedicated disabled parking bay. Disabled toilet facilities are available towards the KS2 end of school (just off the school hall) We acknowledge this would not be very convenient for younger pupils needing to use this provision (nor would be the size of the toilet and sink there). This would be something we would look to address, with advice and support from the Local Authority, if this situation arose. The main school reception is not accessible for people who use wheelchairs as there are three steps leading to the door. We have had a quote for a permanent ramp and do not have the funding to pay for this. As we have another entrance which is accessible to wheelchair users we believe this to be a reasonable adjustment.

Our current Access Audit has revealed a number of issues:

- The main school entrance (used by visitors, pupils who arrive late and parents/carers/family members who come to school during school hours) is inaccessible for wheelchair users and people with mobility difficulties;
- Doors into some classrooms remain narrow;
- There are no disabled toilet facilities available in the Early Years part of the school.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced The Governors and Senior Leadership Team will work closely with the Local Authority to overcome any difficulties that may arise.

6. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Aim | Strategies | Person Responsible | Success Criteria | Monitoring |
|---|---|---------------------------------|---|--|
| <p>To make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate- begin to use SEND Ranges paperwork to support this.</p> | <p>Teachers to understand individual children and adapt the curriculum accordingly.</p> <p>SENCO to work with class teachers when necessary.</p> <p>To use of visual timetables across the whole school, peer tutoring, Makaton in Early Years</p> <p>Use of coloured backgrounds on IWB, paper for worksheets, enlarged texts, targeted personal support</p> | <p>Class Teachers</p> | <p>Children with disabilities are able to participate fully in all aspects of the curriculum.</p> <p>Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> | <p>EHT /HoS, SENDCO through review of provision.</p> |
| <p>To finely review attainment of all SEN pupils.</p> | <p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p> | <p>SENCO and class teachers</p> | <p>Progress made towards IEP targets</p> | <p>Pupil Progress meetings</p> |
| <p>Ensure that all staff have access to specific training to meet the needs of children with disabilities.</p> | <p>Training in specific disabilities and strategies to support children.</p> | <p>Whole school</p> | <p>Staff are able to support children with disabilities within the school to ensure their needs are met.</p> | <p>Lesson observations, planning</p> |

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| Aim | Strategies | Person Responsible | Success Criteria | Monitoring |
|--|---|---|---|----------------|
| To ensure classroom environment support pupils with sensory needs and ASD. | Each classroom to have work station with minimal distraction | Class teachers | Classrooms have a range of resources including quiet spaces | learning walks |
| To make front entrance of building accessible to wheelchairs. | Install ramps or suitable alternative instead of steps. | SLT | Enabling needs to be met where possible. | N/A |
| To develop playground and equipment to support all pupils. | Playground equipment available for all pupils | PE co-ordinator, Lunchtime Staff, Class teachers, Support Staff | Children happy and engaged in purposeful activity over lunchtimes | Observations |
| To review access to classrooms in regard to width of doors | The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements | SLT | Enabling needs to be met where possible. | |

Aim 3: To improve the delivery of written information to pupils, family members and the wider community

| Aim | Strategies | Person Responsible | Success Criteria | Monitoring |
|--|--|----------------------------------|--|---------------------------------------|
| To review information to parents/carers to ensure it is accessible | Consult parents/carers about access needs when child is admitted to school. Review all letters home to check that they are written in plain English. Produce newsletter in alternative formats e.g. large print, Braille according to need | HT, Office manager | Parents (who specify) receive information in a format that is accessible e.g. large print | Parent questionnaires |
| To make available any written material in alternative formats | All staff and parents aware of services available for requesting information in alternative formats. | HT, Office manager | Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats. | Parent questionnaires |
| To make available school brochures, newsletters and other information for parents in alternative formats | Review current school brochure and promote the availability in different formats for those that require it. - new prospectus | HT, Office manager | All school information available for all | Parent questionnaires |
| To make visual timetables and resources available in each class to support learning and language development. | Use of visual timetable | Class teachers and support staff | Visual timetables available for all pupils to see in classrooms | |
| To use Makaton throughout the school | Training for all staff | SLT, SENCO | Children and staff using Makaton as a form of communication on a daily basis. | Observations |
| To ensure classroom resources, reading books, text books etc are accessible to all pupils | Regular audits of resources to ensure they are accessible and that they reflect the diverse nature of society. Seek advice from relevant professionals and purchase | SENCO, Class teachers | Classroom resources are appropriate, relevant and accessible to all | Observations and monitoring of books. |

resources as needed.

