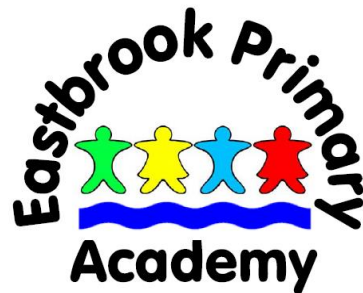




# *Accessibility Policy*



<b>Written by</b>	<b>Jenny Holter</b>
<b>Ratified by Governors</b>	<b>May 2016</b>
<b>Date for Review</b>	<b>May 2017</b>
<b>Signed – Governor</b>	<b>Mark Gardner</b>
<b>Signed – Headteacher</b>	<b>Julia Sherlock</b>

## Purpose

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful.

Schools are required to carry out accessibility planning to increase access for disabled pupils.

The definition of disability under the law is a wide one. A disabled person is someone who has a

‘Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities’.

## Linked Policies

Eastbrook Primary Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy and guidance documents:

- Safeguarding
- Special Educational Needs
- Single Equality Scheme

## Policy

The Academy Trust aims to reduce and eliminate barriers to access the curriculum and to do all it can to ensure full participation in the Academy community for pupils.

The Trust also aims to meet the needs of disabled staff and parents and visitors so they are accommodated in the school environment as far as is reasonably practical.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils. It aims to:

- increase the extent to which disabled pupils can participate in the school curriculum;

- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery of information to disabled pupils in an accessible format

The school's Accessibility Plan will be resourced, implemented, and revised as necessary. It will be reviewed annually and renewed every three years.

Attached is an action plan showing how the school will address priorities identified in the plan.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## Eastbrook Primary Academy Accessibility Plan

### 1. Improving Participation in the Curriculum

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Training for teachers on differentiating the curriculum and effective communication with parents	SLT / HT	Ongoing programme of staff training, coaching, observation and monitoring  Training from Parent Partnership implemented Jan 2015. Termly meetings with parents of SEND pupils arranged .	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	SENCo/SLT/HT	Epipen training Managing Medicines training Physical handling training Intimate care policy and trained staff  Training from SALT, soc com Team  Dyslexia aware Schools training for all staff	Training time TA time allocated	In place & ongoing:  Epipen Training Aut 2014 Managing Medicines Aut 2014  Spring 2016	Increased access to the curriculum Needs of all learners met  Maintain records of staff trained

		<p>Access to courses, CPD</p> <p>Outreach support from local special school and access to Hub</p> <p>Online resources for CPD shared with staff</p> <p>Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.</p>		<p>Physical Handling Training, x 2 Summer 2014, Asst Head Aut 2014</p> <p>Staff Meeting Aut 2014</p> <p>Regular visits</p>	
Effective use of resources to increase access to the curriculum for disabled pupils	SENCo/SLT/HT	<p>Strategic deployment of TAs</p> <p>Use of assistive technology – e.g. Clicker 7, talk tins etc.</p>		In place and ongoing	
Adaptations to the curriculum to meet the	SENCo/SLT/HT	Counselling, nurture group, timetable adaptations.	Trained therapists 2 x wkly	In place and ongoing	Needs of all learners met enabling positive outcomes

needs of individual learners		<p>Individual physiotherapy programmes</p> <p>Speech and language therapy</p> <p>Specific training in word processing skills through Touch Type Programme.</p> <p>Use of access arrangements for assessment</p>	<p>Nurture trained teacher</p> <p>Speech therapist 1 x wkly</p>		
Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo SLT/HT	<p>Laptops available to support children with difficulty recording.</p> <p>Sloping boards and adjustable tables for pupils with fatigue problems or physical disability.</p> <p>Coloured overlays for pupils with visual difficulty (Reading Rulers).</p> <p>Use of</p>	Specialist equipment as listed	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.

		<p>Specially shaped pencils and pens for pupils with grip difficulty.</p> <p>Standing frame, Triton chair, transfer boards, changing beds etc</p>			
Improve educational experiences for visually impaired pupils	SENCO/SLT/HT	<p>Ensure blinds in all classes are effective</p> <p>Develop sensory garden.</p> <p>Consult sensory support team</p> <p>Use of magnifiers/Braille keyboard etc. as required based on identified needs.</p>	<p>Maintenance costs</p> <p>After School Club</p> <p>Cost of equipment</p>	Ongoing	Teaching aids, white boards etc, more easily seen & learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils		<p>Daily maintenance and use of radio aids</p> <p>Consider Hearing loop</p> <p>Consult Hearing Impairment team</p>		In place and ongoing – regular visits from sensory support team.	

<p>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>		<p>Risk assessments will be undertaken</p> <p>Providers will comply with all legal requirements.</p>			<p>Increased access to the curriculum for all disabled pupils.</p>
<p>Improve the quality of provision for children with specific special needs.</p>	<p>SENCo/ SLT / HT</p>	<p>Provide a tranquil space where children who suffer from over stimulation can receive supervision appropriate to their needs.</p>	<p>Grant to develop Rainbow Room</p>	<p>In place and ongoing</p>	<p>The school experience enhanced for children with specific special needs.</p>



## 2. Improving Physical Environment

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets with changing facilities and hoist		Maintain a wheelchair accessible toilet with hoist, shower and changing table.	Build into maintenance budget	In place and ongoing	Physical accessibility of school increased
Provision of disability lifts to allow access to areas on different levels		Lifts fitted on 2 corridors, ensure regularly maintained and serviced.  Purchase portable ramps suitable for wheelchair use to allow access to other areas and for emergency use in dining hall. Locate in hall	Build into maintenance budget	In place and ongoing  Summer 2016	Accessibility of school increased.

		and top & bottom corridors.			
Designated storage space for specialist equipment		Use of disabled changing room for storage of equipment not in use – e.g. chair, standing frame		In place	
Access into school and reception to be fully compliant	SBM / HT	Designated disabled parking  Buzzer and signage at entrance door for assisted entry to building  Clear route through school for disabled people, allowing access to all areas. Displayed on door and website  Wide doors and corridors and low handles	Cost of equipment	In place  Summer 2016	Physical accessibility of school increased
Ensure effective access from poolside to water	SBM/HT	Purpose built disabled changing facility, complete with hoist.  Use of manger elk and transfer boards by trained staff to aid transfers	Incorporate into plans to develop pool  Cost of equipment	Future plan	Physical accessibility of swimming pool increased
Improvements to help the visually impaired	SBM / HT	External steps & manhole covers highlighted in yellow / non-slip paint  Wall coping highlighted in KS1	Cost of materials and labour (link to	Summer 2016	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.

		playground White nosings fitted to all stairs	playground development)		
		Braille signs on doors / equipment if needed	Cost of Braille adaptations – consult sensory support team		
Improvements to help the hearing impaired	SBM/HT	Install hearing loop  Lights linked to fire alarms		Future plan	
Improve signage to indicate access routes around school	SBM / HT	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area and on school website  Display safety notices on lifts	Cost of signs	Summer 2016	Disabled people aware of wheelchair access to all parts of the school
Fit grab rails where necessary	SBM / HT	Maintain grab rails around school site, including classrooms and other appropriate locations.	Cost of new grab rails as needed.	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas.
Maintain Safe Access around exterior of	SBM/HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors	Cost included in ground`s maintenance	ongoing	Disabled people to move unhindered along exterior pathways

school		know which areas to prioritise.	contract		
	SMB/HT	Awareness of flooring, furniture and layout in planning for disabled pupils.		Ongoing	

### 3. Improve the Delivery of Written Information

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/SLT/SENCO	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
School prospectus, newsletters and other information for parents to be available	Office/SLT/SENCO	School information to be available in alternative format when requested.  Accessibility options on school website		In place and ongoing	Improved delivery of information to parents and the local community.

in alternative formats when requested.					
Ensure documents accessible for pupils with visual impairment	Classteacher/SENCO	<p>Seek and act on advice from sensory support advisor on individual pupil requirements.</p> <p>Use of magnifier where appropriate.</p> <p>Ensure large, clear font used in documentation</p>	<p>Loan/purchase costs of magnifier or other specialist equipment.</p>		Pupils able to access school documentation