



Accessibility Plan

Audience:	Parents/Carers School staff (in particular senior leaders, site management staff and inclusion staff) Local Governing Bodies
Approved:	Headteacher – February 2020
Other related policies:	Equality, inclusion, health & safety, safeguarding
Policy owner:	Anna Thompson, Head of Governance & Policy
Policy model:	Principles: this means REAch2 schools can use this framework directly <u>or</u> maintain their own documentation, ensuring at the next opportunity that this aligns with REAch2 principles set out here
Review:	Every 3 years or more frequently if national policy requirements or the school's circumstances change
Version number:	1.0 July 2017

REAch2 accessibility plan



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

Contents

	Page
POLICY OVERVIEW	3
Overarching principles	3
Intended impact	3
Roles and responsibilities	3
How this relates to national guidance and requirements	3
Any key definitions	3
IMPLEMENTATION	4
ANNEXES	
Annex 1: suggested format for accessibility plan	5

POLICY OVERVIEW

Overarching principles

- We are fully committed to REAch2 schools being as inclusive as possible, so that every child can reach their full potential.
- This applies to all settings in our schools – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.
- Accessibility plans for REAch2 schools should cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on the issues and circumstances for each school.
- We also aspire to our schools being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities.

Intended impact

To help ensure that every REAch2 pupil has the best possible access to their schools' facilities and resources.

Roles & responsibilities:

- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion
- REAch2 schools will: develop, maintain and keep under review a relevant and appropriate accessibility plan
- REAch2 central staff will: provide support to the school as necessary, particularly via the estates, education and safeguarding leads within the regional team
- REAch2 local governors will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation

How this relates to national guidance & requirements

Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of Schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:

- increasing your disabled pupils' ability to participate in your school's curriculum
- improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer
- improving the availability of accessible information to your disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here – see our separate Equalities Duty Framework document.

Any key definitions

Person with a disability – defined by section 6 of the Equality Act 2010 as if he or she has “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

IMPLEMENTATION

It is for the Headteacher to develop and approve the accessibility plan, working with senior leaders, relevant members of staff (such as the site manager or inclusion officer) and local governors.

REAch2 central staff can provide support and expertise, including the Regional Maintenance Surveyor (in relation to the physical environment) and the Regional Director or Associate School Leaders (in relation to curriculum and resources).

National guidance is that the accessibility plan can be a standalone document or part of another document such as the School Development Plan.

REAch2 schools should keep their progress against the plan under regular review (at least annual), drawing on the scrutiny and challenge of local governors. The objectives themselves should be reviewed every three years, or sooner if there have been changes in the circumstances of the school that affect accessibility in any of the three given dimensions (physical, curriculum, information).

The plan must be published on the school's website and available in hard copy on request.

ANNEX 1:

School name: Eastbrook Primary Academy

Date plan was approved by the Headteacher: October 2017

Date of input from governors (if any): October 2017

Date of most recent review: October 2018



Objectives – specific, measurable	Expected actions/timeframes	Links to other key documents (if any)	Cost (if relevant)	Date achieved or progress review
PHYSICAL ENVIRONMENT				
<i>Outline of the objective/targeted action</i>	<i>Details of implementation plans</i>			<i>Commentary on progress, with review date and who did the review (in particular HT, SLT and/or LGB). This commentary should either summarise progress since the objective was originally set or provide commentary for each individual review since then</i>
School has wheelchair accessible toilet.	Maintain in clean working order.		Build in to maintenance budget	In place
School has disability lifts fitted on 2 corridors to allow access to areas on different levels	Ensure regular maintenance and servicing Portable ramps allow access to other areas and for emergency use on dining hall		Maintenance budget	In place
Designated storage space for personal hygiene resources and specialist equipment	Disabled changing room and toilet currently used.			In place
Designated disabled parking space close to main entrance				In place – monitoring shows is used appropriately by staff and visitors
Access to school building to be fully compliant	Redesign of office space with wide doors to enable communication at low level			Completed Autumn 2017
Ensure effective access to swimming pool for disabled pupils	Incorporate into future plans to develop pool area			

Medicines and inhalers are stored safely and easily accessible	Fridge available for medicine. Inhalers stored centrally in school office.			Epipens checked at least annually to ensure they are in date
Sensory room to be created to meet needs of pupils with ASD or other sensory needs.	Lighting, soft furnishing and resources to support needs			Completed 2017 Further resourcing of sensory equipment to be completed 2018-19
<i>Add more rows as necessary</i>				
CURRICULUM				
The curriculum will be differentiated to ensure the needs of all learners are met.	Ongoing programme of staff training, coaching, observation and monitoring. Support from SENCO and/or outside agencies as required.	See also SEN Information Report on school website		Half termly review at pupil progress meetings to ensure pupils learning and emotional needs are met. Inclusion discussions with SENCO and class teachers held as required during the school year.
Increased access to the curriculum for disabled and SEN pupils. The needs of all learners will be met.	Ongoing programme of training to ensure staff are able to meet needs of disabled pupils. Deployment of specialist teacher for dyslexic pupils 1 day per week, from Mar 2017 10 days over the year from Sept 2019. Autism Aware training planned for 2017-18 Epilepsy training Autumn 2017 Access to specialist guidance as required – e.g. sensory support for hearing and visual impaired pupils, physiotherapist, OT, continence nurse, CAMHS, Community Mental Health Liaison etc.			Dyslexia Aware Schools Award: 3 year plan to be reviewed by Dec 2018. Autism Training and Parent Workshops held 2017-18. Social Stories and Comic Strip conversations training Summer 2019 Team Teach/physical handling training for SLT and other staff as appropriate. Training for individual staff is updated every 3 years. Epipen training completed Sept 2018 Epipen training updated February 2020 Termly CARM Meeting with LBAT Termly CARM meeting with Social Communication Team Termly conversation with Early Help Staff access to CPD based on needs of pupils in their cohort – e.g. Calm Children, Speech sounds, Robust Vocabulary, supporting mental

				health needs, Looked After Children conference, emotionally-based school refusal, advanced attachment training from EP service, supporting vulnerable families.
Effective use of resources to increase access to the curriculum for disabled pupils	Strategic deployment of TAs Use of Inclusion Specialist (HLTA) to develop skills of other staff Use of ICT			Review staff deployment annually. Ongoing support with speech and language, phonics, lego therapy and social/emotional skills.
Adaptations to the curriculum to meet the needs of all individual learners	Qualified and student art therapist to provide counselling for individuals with emotional needs 1.5 days per week Specialist dyslexia teacher 10 days annually. Speech and language therapy Lego therapy Curriculum adaptations – e.g. calm box, individual workstation, sensory breaks, use of ear defenders. Timetabling adaptations – e.g. reduced timetable, dual registration, flexi schooling, Inclusion links with local special school.		Staff costs	Regular reviews with SENCO (at least half termly) Working to train and support TAs to deliver 1:1 bespoke support for identified children. Ongoing, regular reviews with NHS SALT Ongoing as required In place for individual pupils as required. As required based on needs of individual pupils and agreed with parents. Subject to regular reviews. In place

	<p>Use of access arrangements for assessment</p> <p>Jump Ahead/Individual physiotherapy programmes for pupils with co-ordination difficulties</p> <p>Targeted intervention programmes</p> <p>Access to lunchtime club</p> <p>Child and Family Support Worker deployed to work with vulnerable pupils and their families</p>			<p>Ongoing – reviewed termly</p> <p>Ongoing reviewed ½ termly</p> <p>In place</p> <p>Ongoing, regular reviews with SENCO/SLT. Vulnerable pupils meeting held fortnightly.</p>
<p>Appropriate use of specialist equipment to benefit individual pupils and staff</p>	<p>Laptops available to support children with difficulty recording</p> <p>Sloping boards for pupils with fatigue or physical needs</p> <p>Coloured overlays/reading rulers for pupils with visual stress difficulties</p> <p>Specially shaped pencils/pens for children with grip difficulty</p> <p>Additional equipment to be ordered as needed</p> <p>Ear Defenders</p>			<p>Monitoring by SENCO/Specialist Literacy Teacher</p>

Improve educational experiences for visually impaired pupils	<p>Choice of 'muted' background colour and use of clear, contrasting font on interactive whiteboards.</p> <p>Ensure blinds in all classrooms are effective.</p> <p>Use of magnifiers, Braille keyboard etc. as required based on identified needs.</p>			There are currently no visually impaired pupils at the school. Sensory Support services can be accessed as required
Improve educational experiences for hearing impaired pupils	<p>Daily maintenance and use of radio aids as required</p> <p>Consult hearing impairment team.</p> <p>Strategic placing within the learning environment</p>			Regular monitoring by Sensory Support Team/SENCO
Reasonable adjustments will be made to enable participation in out of school activities and after school clubs	<p>Risk assessments in place using EVOLVE</p> <p>Providers will comply with all legal requirements</p>			All school staff
Children and adults will understand the needs of disabled people	<p>Promote positive attitudes to disability through PSHCE, assemblies, curriculum planning – e.g. Enable Me</p>			Ongoing
Vulnerable pupils will have successful transitions to new classes/settings	<p>Transition planning meetings will be held for pupils with additional needs including autistic pupils and individual programmes in place – e.g. additional visits, transition books etc. Consultation with specialist services e.g. Social</p>			Summer Term

	Communication Team, as appropriate.			
WRITTEN/OTHER INFORMATION				
Written material will be available in alternative formats on request – to include school prospectus, newsletters and other information for parents	Staff aware of services available through the LA – e.g. use of symbols, Braille, audio, interpreters, sign language etc. Information available on school website with accessibility options.			
Ensure documents and information accessible for pupils with visual impairment	Ensure use of large, clear, well-spaced font, ensure appropriate contrast, background and font colour. Use of magnifier where appropriate. Seek and act on advice from sensory support advisor for any individual needs.			
Support for parents where needed in handling written information – e.g. completing forms, admissions processes etc.	Family Support Worker or Office Staff available to support as required. Aspire courses to develop core skills			
Workshops to provide curriculum information using auditory and visual methods	Phonics, Reading, Spelling, SATS, Maths workshops.			