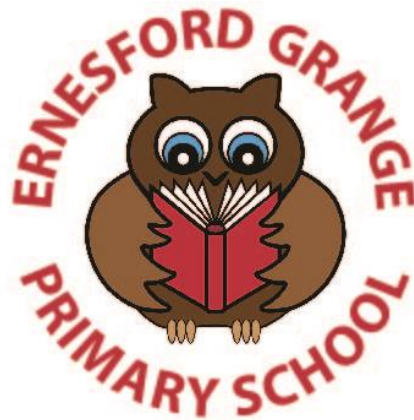


# Accessibility plan

## Ernesford Grange Primary School



**Last reviewed on:** March 2020

**Next review due by:** March 2023

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Ernesford Grange Primary school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We believe that:

- *all children are given equality of opportunity to participate fully at our School*
- *there are maximum opportunities for effective inclusion throughout the School to develop children's independence, as appropriate to their level of need*
- *all children access a broad and balanced curriculum, differentiated as appropriate to meet individual needs*

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked through Cornerstones for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs in accordance with their IEP, My plan or EHCP.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>An accessibility audit is completed whenever a child with additional needs starts at Ernesford Grange</p>	<p>To develop the use of ICT to support children with disabilities.</p> <p>To develop the use of intervention logs to review progress of children with additional needs and to monitor effectiveness of provision.</p> <p>To monitor, track and evaluate the curriculum termly to ensure it meets the needs of all pupils.</p>	<p>Explore Apps/ hardware to support children to record their findings or access materials in alternative ways.</p> <p>Intervention logs monitored.</p> <p>Pupil progress meetings</p> <p>IEPs, MY plans and EHCP reviewed termly or more frequently as necessary.</p> <p>Classroom observations</p> <p>Work scrutiny</p> <p>Pupil voice</p> <p>Accessibility audit to be completed for children with additional needs on entry to school.</p>	<p>JT/ NR</p> <p>HS/ ME/ IT</p> <p>AW/ ME/ HS/ IT/ All staff</p> <p>ME/ HS</p>	<p>Sept 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>A raise in attainment across curricular areas for pupils with a disability.</p> <p>To narrow the gap in attainment between all pupil groups.</p> <p>Children will make the expected or accelerated progress across the curriculum.</p>

	<p>Primary school and reviewed yearly or as the child's needs change.</p> <p>( see appendix 1)</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Hand/ safety rails within toilet cubicles</li> <li>• Corridor width</li> <li>• A disabled toilet within the modular build and changing facilities in Early years</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• A sensory room</li> </ul>	<p>To develop the use of the sensory room to provide a space for children to regulate safely.</p> <p>To increase our disabled toilet provision to include a wet room and additional toilet in the main building.</p>	<p>Training from Primary mental health and EP service for all staff</p> <p>Accessing training from outside agencies: Castlewood school, LAC team, network links</p> <p>To meet with representatives from Coventry City Council to discuss the premises</p> <p>Coventry council to complete works on Toilet/wet room</p>	<p>ME/ HS/ TW/ IT and Coventry City Council</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September 2020</p>	<p>The sensory room will be in regular use for a wider range of pupils.</p> <p>The provision for children and adults with disabilities have been improved.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Access support and advice from the sensory</li> </ul>	<p>All classes to display a visual timetable.</p> <p>To adapt resources/ provision as required eg new pupils or pupils with a new diagnosis/ condition.</p> <p>To continue to access</p>	<p>Training form external agencies</p> <p>Observations of current pupils</p> <p>Gathering of evidence</p> <p>Timely referrals made to external agencies and recommendations acted upon</p>	<p>ME/ HS/ All staff</p>	<p>Ongoing</p>	<p>To narrow the gap in attainment between all pupil groups.</p> <p>Children will make the expected or accelerated progress across the curriculum.</p>

	<p>support team for key individuals</p> <ul style="list-style-type: none"><li>• coloured overlays, pens, backgrounds to support visual stress</li></ul>	<p>training and seek advice from external agencies to upskill all members of staff.</p>				
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and headteacher

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				