

# **Esh Winning Primary School**

## **Accessibility Plan**

**September 2020**

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# **SECTION 1**

## **STARTING POINTS**

a)

## Objectives

Our School has high ambitions for pupils with disabilities and will aim to provide the correct environment for them to participate and achieve in every aspect of school life.

### **Vision Statement**

To create a safe, inclusive and nurturing environment where the curriculum is creative, inspirational and relevant to the children's present needs and future aspirations.

### **Aims**

**Understand** that everyone has the opportunity to excel and flourish in their learning

**Nurture** through respect, honesty and tolerance in a safe and challenging educational environment

**Involve** children, parents, teachers, governors and the community to ensure that everyone is working in partnership

**Quality** teaching to help all children achieve their potential

**Utilise** skills to promote independence and resilience that will secure a positive future for our children

**Embrace** the principle that every child matters.

### **Values**

- **Respect**
- **Resilience**
- **Happiness**
- **Learning**
- **Honesty**

b)

## **Pupil Data**

As part of our anticipatory duty we will attempt to identify potential pupils with disabilities who will attend the school.

We will do this by contacting the school nurse, health visitor, parents/carers and the SEND Department at the Local Authority.

c)

### **Accessibility Working Group**

In order to ensure that we take into consideration a wide range of views regarding accessibility the school has formed a planning group that consists of:

- Headteacher
- Deputy Headteacher
- Governor for SEND
- SENCo
- School Business Manager

The views and opinions of any persons with regard to accessibility in school will be taken into consideration. This includes pupils, parents/carers, staff, members of the public and any visitors to our school.

## The Main Priorities of the School's Accessibility Plan

In compiling its Accessibility Plan the school will utilise the “support package” provided via the schools extranet. These resources will be used to highlight issues relating to all three areas from the planning duties:

- Improving the physical environment;
  - Increasing access to the curriculum;
  - Providing information in different formats.
- (a) Following the school's audit we will take the issues of non-compliance detailed in our database and address each item individually and put forward our action plan, timescale and funding methods.
- (b) Using the curriculum section within the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.
- (c) Again using the information section within the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.
- (d) We will also use the additional information section within the database in order to cover any issues that are not detailed within the audit, curriculum and information sections.
- (e) We will develop and implement an Evacuation of Disabled People Plan and Personal Emergency Evacuation Plan (PEEP) using the guidance and instructions from British Standards (BS 5588-12:2004).

The school was constructed in 2012. The design team ensured the building complied with the Disability Discrimination Act (DDA) at the time of construction.

# **ACCESS TO CURRICULUM**



<b>Curriculum ID: 1</b>
<b>Question</b>
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Staff receive training on specific issues such as speech and language, dyslexia and Autistic Spectrum. Curriculum material routinely tailored to suit the needs of the pupil. Support staff deployed to suit the needs of the school and the pupils. SENCO is actively involved in ensuring all pupils on the SEND register are supported where necessary.

<b>Curriculum ID: 2</b>
<b>Question</b>
Are your classrooms optimally organised for disabled pupils?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Quiet areas are provided for small group work with visual approaches to learning in the classroom. The positioning of each whiteboard is considered along with seating arrangements. When required advice is sought from specialist advisory teachers and strategies followed.

<b>Curriculum ID: 3</b>
<b>Question</b>
Do lessons provide opportunities for all pupils to achieve?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Lessons take into account pupils diversity and are planned accordingly. Consideration is given to pupils needs and disabilities with a wide range of learning styles used. Lessons provide a range of methods for pupils to access written information and record their work.

<b>Curriculum ID: 4</b>
<b>Question</b>
Are all pupils encouraged to take part in music, drama and physical activities?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
All pupils are encouraged to take part in music, drama and physical activities. All pupils needs and disabilities are considered. Where necessary support is given on a one to one basis adapting activities to suit individuals. Additional resources are used when required e.g. hoist.

<b>Curriculum ID: 5</b>
<b>Question</b>
Do staff recognise and allow for the considerable effort expended by some pupils with disabilities, to access the curriculum?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Any issues are raised and discussed at staff meetings. Training is received if required. Modifications are made where necessary when planning the curriculum.

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<b>Curriculum ID: 6</b>
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<b>Question</b>
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Do staff recognise and allow for the additional time required by some pupils with disabilities, to use equipment in practical work?
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<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
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<b>Details / Future Plan</b>
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Additional time is allowed for pupils to use equipment in lessons if required. Adequate time is allowed for pupils to change for P.E. and swimming. Extra time is allocated to pupils with disabilities to complete work. Extra time for pupils is considered and applied for if necessary for the KS2 Sats. More formal additional access arrangements available for KS1 & KS2 Sats if necessary. Equipment easily accessible for <u>all</u> pupils.
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<b>Curriculum ID: 7</b>
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<b>Question</b>
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Have you considered the impact of the timetable on pupils with disabilities?
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<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
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<b>Details / Future Plan</b>
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Moving around the site is kept to a minimum for pupils with disabilities. Consideration is given when necessary regarding the allocation of teaching.
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<b>Curriculum ID: 8</b>
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<b>Question</b>
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Is provision made for pupils with disabilities who cannot engage in particular activities?
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<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
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<b>Details / Future Plan</b>
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For any pupils who are unable to engage in particular activities, alternative ways will be sought. Teachers use different teaching methods in order to appeal to a range of learning styles.
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<b>Curriculum ID: 9</b>
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<b>Question</b>
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Do you provide a range of IT access aids and adaptations?
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<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
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<b>Details / Future Plan</b>
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Consultation from Learning Support is carried out when required with regard to IT access aids. Colour coded keyboards purchased for IT Suite to increase accessibility. Any IT equipment necessary will be purchased to aid any pupils with disabilities.
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<b>Curriculum ID: 10</b>
<b>Question</b>
Do all pupils have access to the wider curriculum including extra-curricular activities?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
All pupils have access to school trips and after school clubs. Access to sporting activities is considered and adjusted for any pupils where necessary. Additional support is negotiated if required to support the access of a sporting activity e.g. After School Club.

<b>Curriculum ID: 11</b>
<b>Question</b>
Are there high expectations of all pupils?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Our school expects all pupils to reach their full potential. Pupils are challenged and stimulated regardless of their disabilities. Work is set according to their academic ability and not their support requirements.

**ACCESS  
TO  
INFORMATION**

<b>Information ID: 1</b>
<b>Question</b>
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Information is printed in a simple language with reasonable sized print. Colour overlays are available for dyslexic children if needed. The school knows where to gain further information if any persons required audiotape or braille. The school is fully aware of the requirements needed to ensure information is accessible to all.

<b>Information ID: 2</b>
<b>Question</b>
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
Any information presented is in a user friendly way for people with disabilities. If required documents are read aloud with descriptive aids used. Readers and writers are organised for SATs tests when needed.

<b>Information ID: 3</b>
<b>Question</b>
Do you have the facilities such as IT to produce written information in different formats?
<b>Yes - Timescale:</b> Ongoing <b>Funding:</b> Other Funding
<b>Details / Future Plan</b>
The school has facilities to produce written information in different formats if required. When compiling documents different sized font and bold lettering can be used. Any format requested can be accommodated.

# SECTION 3

MAKING IT HAPPEN

a)

## **Management**

- (i) The Headteacher and School Business Manager will coordinate the gathering of information. This is an on-going process. Any information relevant will be stated in the Headteachers Report to Governors which is presented at each Full Governing Body meeting. This includes updates on any requirements necessary.
- (ii) From the Headteachers Report, Governors will understand that it is their key responsibility to have a current school's Access Plan in place and identify priorities within their responsibilities. Governors will be kept up-to-date and will monitor and evaluate any changes against the plan.
- (iii) The school will review and revise its plan as necessary.
- (iv) When necessary via a staff meeting, staff will be offered/provided with any relevant training to ensure that all staff are aware of the DDA duties as they apply to the school and also to secure the commitment of staff to removing barriers and increasing access and identify any specific training needs.
- (v) Aspects of DDA will be highlighted to the pupils. Where any issues or concerns are raised, possible solutions will be discussed and implemented where appropriate.
- (vi) Once estimates of costs are received regarding any relevant works these will be considered by the Finance Committee and reported to the full Governing Body meeting. Governors will then determine the priority and source of appropriate finance.

b)

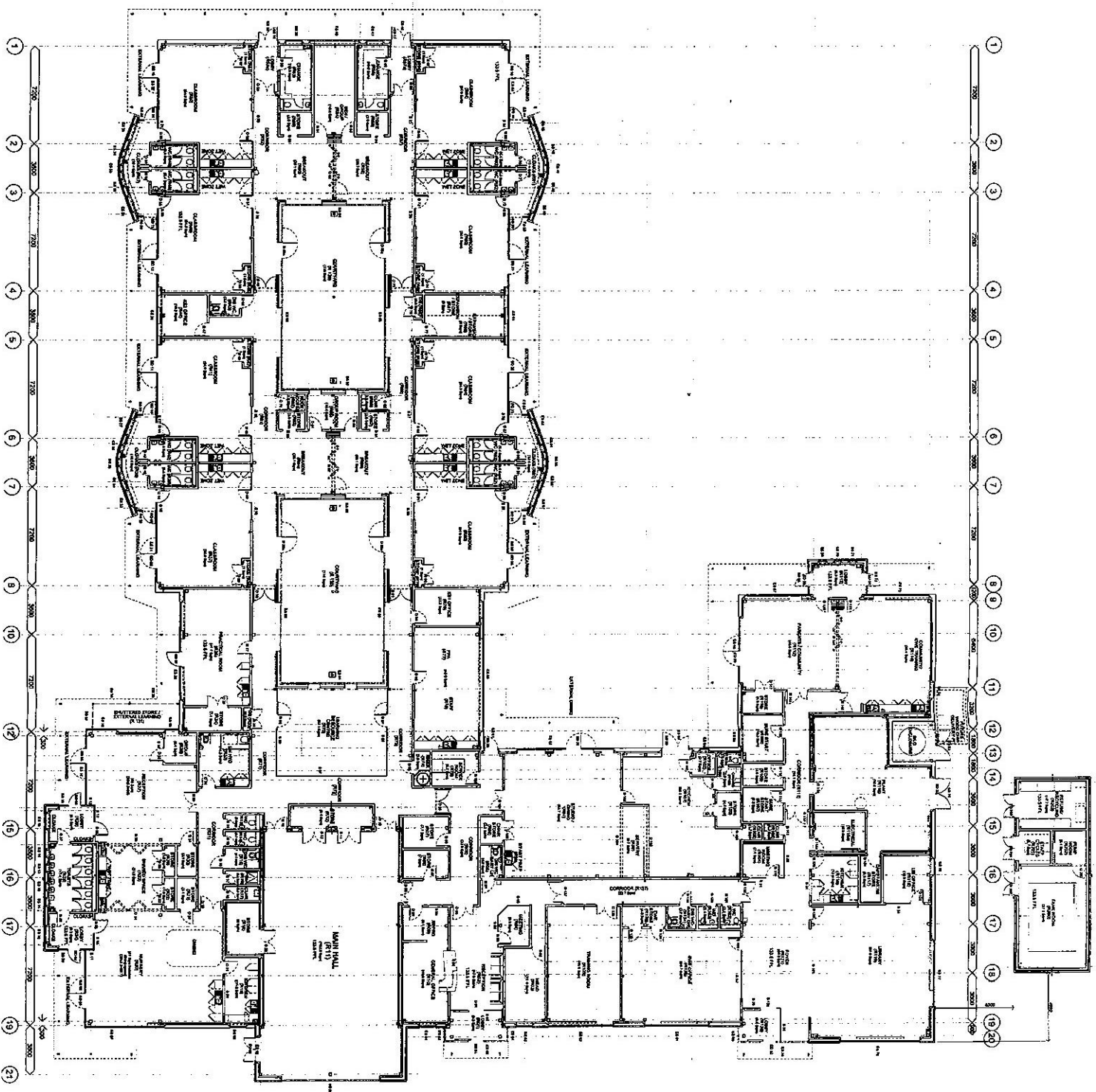
## **Circulation**

- (i) The Access Plan is placed on the school website.
- (ii) The Headteacher will inform parents that there is an Access Plan via the school newsletter. This will be a news item on the Autumn Term newsletter. This will explain the plan can be viewed via the school website.

Any feedback or comments about the School's Accessibility Plan will be fed back to Governors to enable them to carry out their evaluation and monitoring role.



A B C E F G J L M N O P Q S T  
5100 8750 13275 4275 4275 13275 8750 3620 3500 3020 3600 5500 6500 6800



A B D F H K L M O Q R T  
5100 7375 8225 5225 6675 1800 3600 7200 7500 5100 6700