



## Esh Winning Primary School

### Accessibility Plan

#### 1. Objectives

Esh Winning Primary School has high ambitions for all pupils, including pupils with disabilities, and we aim to provide the correct environment for them to participate and achieve in every aspect of school life.

#### 2. Purpose of the Plan

This plan shows the accessibility for Esh Winning Primary School's disabled pupils, staff, parents/carers and visitors and if required, how this can be increased.

#### 3. Participation and Consultation Process

In order to ensure that we take into consideration a wide range of views regarding accessibility issues, the school has formed a planning group (Accessibility Working Group) that consists of:

- Headteacher
- Deputy Headteacher
- SENDCO
- Play Leader
- Parent governor
- School Business Manager

We consult with other relevant people to access views (ie parent of a disabled child) on particular issues.

This policy is regularly monitored, evaluated and is reviewed on a 3 yearly basis in line with LA recommendations.

#### 4. Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

#### 5. Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to

disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## 6. Contextual Information

Esh Winning Primary School opened in 2012 and is a modern, single storey structure, classrooms are located on both sides and separated by two large outdoor quadrangle areas. The school has a Dining Hall, Main Hall and a fully fitted Disabled Wet Room. There are four accessible toilets on site. The school also houses the Esh Winning Library and Community Rooms available for hire. OASES are also based at the school and complete outdoor activities and training with both adults and children.

Over the last few years the school has continued to adapt to the needs of the pupils. A major refurbishment of the outdoor area took place in 2015 as well as plants and trees added. Within the building a Changing Room has been adapted to a Sensory Room and is in use by pupils of all ages.

Currently, we have no wheelchair dependant pupils or members of staff, however, we do have some mobility impaired parents.

## 7. Current Range of known disabilities

The school has children with a range of disabilities which include severe, moderate and specific learning disabilities.

## 8. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning and, thereby, raising standards, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that we have an inclusive community, in which everyone is valued equally, regardless of gender, race, culture, religion or disability. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access.  Assign CPD for Quality First teaching, differentiation & recording methods.	Ongoing	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs.  Staff access appropriate CPD	Ongoing	SENDCO	Raised confidence in support staff
Ensure all staff working with children with specific needs ensure children access curriculum	Set up a system of individual access plans for pupils as required  Information sharing with agencies working with the child	As required	SENDCO Class teacher Teaching Assistants working with the child	All appropriate staff aware of individual's needs
Ensure classroom organisation allows access to the curriculum	Establish personalised work areas where required  Ensure child can move into any learning area  Establish quiet areas for small group work  Consider seating arrangements and access to the whiteboard for pupils  Seek advice from specialist advisory teachers to support children's learning needs  Provide movement breaks appropriately  Additional time may be allowed to complete learning tasks.	Ongoing	H/Teacher SENDCO Class teacher Teaching assistants working with the child	Classroom areas are carefully planned to maximise learning  Resources are accessible  Appropriate learning aids are readily available to support pupil's learning and are well matched to pupil needs  Movement breaks take into account considerable effort expended by some pupils to access the curriculum.

Use ICT software to support learning	<p>Make sure appropriate software is installed</p> <p>Ensure availability of a range of appropriate software, ICT aids and adaptations, to support different learning styles</p> <p>Consult Learning Support re ICT access aids</p>	Ongoing	<p>ICT Coordinator</p> <p>ICT technician</p> <p>Class teacher</p> <p>Teaching Assistants working with the child</p>	<p>Wider use of SEN resources in classroom</p> <p>ICT based resources support access to learning</p>
Educational visits to be accessible to all pupils	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p>	As required	<p>H/Teacher</p> <p>EVC</p> <p>Class teacher</p>	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all	<p>Gather information on accessible PE &amp; disability sports</p> <p>Ensure improved access for interschool sports events</p>	As required	PE coordinator	<p>All pupils to have access to PE and opportunities to be able to excel.</p> <p>Any pupils who are unable to engage in particular activities, have alternative methods of developing skills.</p>
Increase access to extracurricular activities and clubs	<p>Hold meetings with individual's parents to agree support plan and measures to take if the child is not managing</p> <p>Member of staff available to appropriately support the child</p>	As required	<p>H/Teacher</p> <p>SENDCO</p> <p>Relevant staff</p>	All pupils have access to the wider curriculum and extra-curricular clubs

## 9. Improving access to the physical environment of the school

Esh Winning Primary School is accessible for all pupils/parents/visitors and staff via the Main Reception and classroom doors, there are no steps on the school grounds that need to be taken to reach the building. The corridors can easily accommodate a wheelchair with all learning taking place on a single level. All entrances such as the Hall, Dining Hall and classrooms can accommodate an adult wheelchair. As the school is relatively modern it was built to adhere to the Disability Discrimination Act at the time of construction and therefore making accessibility achievable for all including two designated disabled parking areas close to the school entrance.

As an inclusive school we continue to work with pupils/parents/visitors and staff to ensure our building remains an environment fit for purpose in which all can participate fully in school life.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers, visitors	To create access plans for individual pupils with a disability as part of the SEN support process when required	As required	SENDCO	
	Be aware of staff, governors and parents' access needs and meet appropriately	Induction and ongoing if required	H/teacher Deputy h/teacher SENDCO	
	Through questions, discussions, newsletters and online questionnaires, find the needs of parents/ carers	Annually	H/teacher Deputy h/teacher SENDCO	
	Consider & plan for access needs during recruitment plan	Recruitment process	H/teacher	
Ensure all children with a disability can be easily evacuated	Establish Personal Emergency Evacuation Plan (PEEP) for all pupils with disabilities that might impair speedy evacuation of the building	As required	H/teacher SENDCO	All disabled pupils and staff working alongside have safe egress in the event of a fire
	Ensure all staff are aware of their responsibilities	Termly	H/teacher	
	Fire escape routes are checked regularly to ensure suitable for all	Daily	Caretaker	

## 10. Improving the delivery of information

This will include making information that is usually provided by school to pupils or parents/ carers accessible to all. The information should consider disabilities or preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents to ensure it is accessible.	<p>Consultation action via newsletter/ online parent questionnaire requesting preferred format</p> <p>Establish current level of need for different formats of information</p>	Spring 2022	H/Teacher D H/teacher Accessibility Working Group	<p>SLT will have identified level of need and be able to respond to changes in range of need for school info.</p> <p>The school will identify agencies and be able to source materials to make specialised provision.</p>
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for pupils/ adults with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	ongoing	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Use child friendly SEN Support review formats where appropriate	As required	SENDCO	Staff are more aware of pupil's preferred method of communication
Provide information in other languages for pupils or parents who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included

Targets	Strategies	Timescale	Responsibility	Success Criteria
Provide information in simple language, symbols, large print for pupils/parents who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with a visual impairment.	2022	Office	All can access information about the school

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