



## Elburton Primary School

### Accessibility Plan

| Date:          | Description      |
|----------------|------------------|
| September 2018 | Plan Implemented |
| July 2022      | Plan Updated     |
| July 2025      | Plan Review      |
|                |                  |

## **Vision statement**

**Purpose of the Plan** The purpose of this plan is to show how Elburton Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Elburton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## **Definition of Disability**

**According to the Equality Act 2010 a person has a disability if:**

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Statements
- Equal Opportunity and Diversity Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Effective Behaviours Policy
- School Development plan

## **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. This will be tailored to specific support for individual pupil needs.

## **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available on request

**Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Elburton Primary School will address the priorities identified in the plan. The plan is valid for three years 2022-25. It is reviewed annually.

Our aims are to:

- Provide immediate support for individual pupils as specific need arise
- Ensure all pupils can participate successfully in the wider school curriculum
- Ensure all children are able to access the curriculum
- Monitor incidents of harassment and bullying of all children
- Increase awareness of the ways in which parents of disabled children and young people can help to support their learning

The table below sets out how the school will achieve these aims.

| Aims and Objectives   | Strategies   | Time Frame   | Achieved  |
|---|--|--|---|
| <p>Provide immediate support for individual pupils as specific needs arise. (as new pupils arrive or new needs are identified)</p> <p>To ensure all children are able to access the curriculum.</p> | <p>Prior to a new child starting school or when circumstances change for a family, SENCO and class teacher to meet with parents. Ensure that adapted resources, classroom layouts are in place prior to the child starting school. Where appropriate, seek advice from external agencies to ensure provision is correct.</p> <p>Early transition meetings with pre - school providers, in school transition and secondary schools.</p> | <p>Ongoing Termly</p> <p>SEND/PP Governor to monitor. Review with staff and parents during termly SEND Review.</p> | <p>Currently in place.</p> <p>Currently in place.</p> |
| <p>To ensure all pupils can participate successfully in the wider school curriculum, e.g. after school clubs, holiday clubs, school visits, The Den etc.</p>  | <p>All staff members are made aware of children's needs and appropriate provision is planned for and implemented. Increase staff trained to support a wide range of needs.</p> <p>Continue to use Plymouth School Sports Partnership to provide festivals and opportunities to all children.</p>   | <p>Ongoing development</p>   | <p>Currently in place.</p>                            |

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|---|--|---|---|
|   | <p>The Den manager to meet SENCO to discuss children requiring additional support and to ensure staffing/provision is adapted to support all children.</p> <p>High 5 holiday club open to all children. Limited free spaces at this holiday club provided for children in receipt of Pupil Premium through the Fit n Fed Scheme.</p>   |   |   |
| To provide opportunities for all children to learn about different cultures, diversity and challenges that some children are required to overcome   | Children will learn about the various differences and needs of people through assemblies, wider curriculum, text choices and PSHE curriculum   | Ongoing   | Continue to develop diversity of texts to promote all cultures, religions and disabilities. |
| Lighting environment in KS2 classes adapted to support visually impaired child where appropriate  | Lighting changes in place and prepared. Child has access to a visualiser which is used daily in class. Reviews at least annually with Advisory Teacher and Access/Inclusion Worker.  | Ongoing throughout Y5 and when child moves to Y6. | Sept 2022   |
| Increase access to disabled toilets and Y6 classrooms by having access ramp in hall. All junior classes in the school have access without steps for Y3, Y4, Y5  | Site manager to implement a ramp in the school hall for access to the Y6 classrooms. Consider bid to increase accessibility of the school  | July 2024 or sooner if need is required           |   |
| <p>To ensure SENCo and key staff are aware of the need to identify and provide for children who need information provided in alternative formats.</p> <p>To provide appropriate/additional support/resources to enable access to learning</p> | <p>Identifying current children and their needs in order to set future targets.</p> <p>TAM/TAF meetings with parents to discuss needs, provision and target setting for children.</p> <p>IEPs, EHCPs written and reviewed with children, key staff and agencies where appropriate.</p> <p>External agency support including, but not limited to, Educational Psychologist, MAST, CDC, CIT, PIAS.</p> | Ongoing   |   |

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|   | Reviews at least annually with Advisory Teacher and Access/Inclusion Workers where required.   |   |   |
| Monitoring incidents of harassment and bullying of disabled pupils. Encouraging pupils to report, and the school to take action against offenders.  | Investigate the reasons behind any incident, and if a number of incidents have been prevalent within a particular year group, use circle time, PSHE lessons, direct conversations with individual/groups of children or assemblies to address the concerns with all children. Share this information with parents where applicable.  | SLT to report incidents termly to the LGB | The school has a detailed bullying log. Any incidents are recorded and reported through the CPOMs system. |
| Increasing awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops; The parents of disabled children and young people may not always be aware of how to best support the learning of their child | At the termly inclusion review meetings held with the SENCO, children with particular disability requirements will be discussed. Methods to support these children and their families will be discussed, assessed and appropriate actions offered to the parents. These may include: at Curriculum events for parents/carers, providing information in a variety of ways e.g. Braille and large print, contrasting paper or reading filters, signposting local charities such as Friends and Families of Special Children. | Ongoing                                   |   |