

Etching Hill CE Primary Academy

Accessibility Plan

2020-2023

This plan should be read in conjunction with the **Whole School Development Plan** and outlines the proposals of the **Local Governing Body of Etching Hill CE Primary Academy** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010; Curriculum, Physical Environment & Information.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The Action Plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan will be reviewed at least every three years, but may be updated more regularly to take into account the changing needs of the academy and its pupils.

Etching Hill Primary Academy

Accessibility Plan – Action Plan

2020-23

The Local Governing Body has completed an audit of the extent to which pupils with disabilities can access the **Curriculum, Physical Environment** and **Information** on an equal basis with their peers. This Action Plan has been developed to address specific gaps and improve access, after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Etching Hill is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity is a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We currently have children with a range of needs and abilities (January 2018) including (this list is not exhaustive):

- asthma
- eczema
- ADHD
- Allergies
- Heart problems
- Hyper-mobility
- Hearing impairment

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs, including collecting and sharing information from Early Years setting in preparation for pupils as they begin their learning journey at Etching Hill.

We take advice on support needed for children with additional needs and work with specialists to ensure they have the support needed to fully include them in the life of our school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCo has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

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.

Our 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. This accessibility plan should be considered in conjunction with both the Equality Policy, the SEND Information Report and the wider aims of the school. The plan is available on the school website and paper copies are available upon request. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

Legislation and Guidance:

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education 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.

	Issue	What	Who	When	Outcome	Review
Short term (Year 1) 2020-21	<u>Improving Curriculum Access</u> 1. Continue with cycle of training for all staff in regard to individual SEND needs – eg ASC, Dyslexia, Motor Skills, Speech and Language	1.1 Continual review of pupils needs with appropriate staff training undertaken in direct correlation to pupil needs (both individual and groups of pupils). 1.2 Key staff to receive hearing impairment training	AM All staff Key staff supporting pupil with Hearing Impairment.	Sept 2020 onwards Academic year 2020 ongoing- 2023	Staff training undertaken against pupil needs is directly impacting upon curriculum access for individuals and groups of pupils. Pupils with hearing impairments are well supported with staff being confident in the delivery and mechanisms of support most appropriate to individual pupils. Pupil environment to be organised to maximise	All staff completed ASC training 2021. Outreach support from Rocklands Special school supporting the curriculum planning for ASC pupils. AM began STIAA training- to be completed academic year 21-22 All staff completed ACEs training and 2 TAs trained to be ELSAs Termly visits from Hearing Impairment Service, advising staff of further support mechanisms/adjustments to be made.
	<u>Improving the Physical Environment</u> 1. Annual review of the classroom environment – ensure classrooms continue to be organised with ease of access to appropriate resources, including specific and specialised resources for individual pupils (ipads, writing slopes, quiet areas, sensory room etc).	1.1 Learning Walks to review classrooms – organisation and availability of resources/ health and safety walks 1.2 Continue the 'Powerpoint Picture Timetable' from Y2 up.	All staff/ AM/ SEND/ H&S Governor. ZHB/TC	Academic year 2020-2021 and annually.	Learning Walks undertaken with areas of improvement identified. From Y2 upwards classes all use the Picture Timetable each morning. Step edges have been re-painted and visibility of these risk areas improved.	Pupils with hearing impairments access specialist equipment according to their individual needs SALT have met each term with AM & ES to ensure provision for speech and language is effective and progression is being made EPs continue to support with fine motor programmes

	<p>2. Ensure clear visibility in outside areas with identified risk – eg steps</p> <p><u>Supporting Well-being</u></p> <p>1. Address pupils well-being through introduction of Calm Brain and well-being Wednesday's (whole class) ELSA, Zones of regulation support (groups/ individuals)</p>	<p>2.1 ZHB/TC to identify specific locations to improve following site survey.(eg steps to classrooms). Re-painting of step edges when necessary. Regular access monitoring for stairs to KS2 playground & slop to Preschool.</p> <p>Calm Brain staff training- teachers to introduce this to pupils in Sept 2020 for regular well-being intervention</p> <p>CP/ CB to begin tailored ELSA support</p> <p>March 2021- Well-being Wednesday's introduced</p> <p>Jan 22 – S Bullock SWAG group</p>	<p>HH/ AM/ CP</p>	<p>Ongoing .</p> <p>Introduction Sept 2020- ongoing</p>	<p>H & S walks ensure site continuing to be safe as issues addressed quickly</p> <p>Pupils take part in regular activities to support mental well-being. Tailored programmes of support cater for individual needs.</p>	<p>AM attendance at half termly SEND Hub has ensured external support for children requiring.</p> <p>Specialist outreach/ EP/ OT/ Physio support has ensured that provision and intervention programmes are effective in assisting pupils with needs.</p> <p><u>Improving Physical Environment</u></p> <ul style="list-style-type: none"> • Health and safety Audit April 2021- level 5 • Staff continue to report and be responsible for their classroom environments- ELT/ Trust CEO environment walks oversee. • SENCO and EYFS lead ensure children with physical disabilities are able to access activities and navigate their environment securely. • Visual impairment team- safety walk of Forest area/ nursery/ reception and KS1 playground to ensure safety for visibly impaired pupils. • Site staff continue to refresh white markings on stairs and ensure clear routes in and around school
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						<ul style="list-style-type: none"> • Monitoring of Provision mapping/ learning walks indicated that pupils with physical needs are being equipped with appropriate resources • Addition of gym equipment on the field, enhances physio programme school can offer to relevant pupils. • Sensory- ELSA room created <p>Whole school adoption for Calm Brain as whole class SEMH intervention SEMH needs of individual cohorts addressed through ELSA programme- successfully completed 1st year- ELSAs trained & continuing supervisory sessions. Zones of Regulation continued to be implemented for individuals and groups and has begun to be adopted into PSHE curriculum through Wellbeing Wednesdays SEMH intervention successfully continued throughout lockdown periods Website used to promote pupil, parent wellbeing</p> <p>SENDCo involvement in SEND Hub has secured, in</p>
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						<p>many cases, external support</p> <p>Ongoing communication with parents throughout lockdown periods All information for parents available through website or hard copied provided by office where necessary Learning materials/ packs to support parents throughout home learning regularly provided SEND section of website regularly updated to include relevant support for parents, including contacts/ resources from external agencies Technology provided for families needing support throughout lockdown/ isolation periods</p> <p>Online/ phone meetings as an option for parents has increased attendance at parents evenings- consider for next academic year.</p>
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<p>Medium term (Year 2) 2021-22</p>	<p><u>Improving Curriculum Access</u></p> <p>1.Continue with cycle of training based on SEN improvement plan.</p> <p>Implement strategies from completing STIAA training (2021)</p> <p>2. Continue to monitor resources to facilitate inclusion.</p>	<p>1.Staff training to implement strategies/ action plan and materials from STIAA accreditation.</p> <p>2. SEN learning walks to monitor effective use of additional provision/ resources</p>	<p>AM</p>	<p>September 2021-</p>	<p>School will be Trauma informed and Attachment Aware accredited. Pupils/ families with identified need in this area will be appropriately supported, in order for families to engage and pupils to make progress.</p>	
	<p><u>Improving the Physical Environment/</u></p> <p><u>Supporting Well-being</u></p> <p>1.Support the development of mental well-being through creating additional outside spaces for pupils to access</p>	<p>1.1 flatten back behind year 2 mobile to create further space for key stage 1 children to access during the day.</p> <p>1.2 Timetable/ staff use of forest school to allow for further groups of pupils to access.</p> <p>1.3Maintainance of outdoor gym to ensure</p>	<p>AM/ JH/ HH</p>	<p>AM/ JH/ HH</p>	<p>Ongoing</p>	<p>Pupils with specific SEND needs will be able/ supported to access learning in their classroom in order to make expected progress.</p>

		this facility can be consistently accessed by groups as part of sensory diet.				
Long term (Year 3) 2022-23	<u>Improving Curriculum Access</u> 1. Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided as required. 2. Continue to monitor resources to facilitate inclusion. Continue staff training for inclusion in line with SEND action plan	1.1 Ensure appropriate testing and reports are provided in order to apply for access arrangements 2.staff training updated/ hearing impairment, asthma, dyslexia.	ELT/Y6 staff MS AM/HH	Annually	Pupils have access to high quality resources and support structures which enable access for all. Inclusive of access for test conditions. Pupils' individual needs are met, with any barriers to achieving their full potential being removed. Staff are kept up to date with inclusion requirements for specific learning needs. Pupils are able to access learning and make expected progress.	
	<u>Improving the Physical Environment</u> 1. Potential new classrooms to replace mobile- ensure that any planned building works take full consideration of the needs of pupils with disabilities. MS has been meeting with and	1.1 Consult with builders, FGT and LA officers to ensure that all legal requirements are met in terms of disability access. Organise any new projects to achieve optimum accessibility for pupils with disabilities	ZHB/MS	Ongoing Annual & 3yr cycle	All legal requirements are met. Building plans/documentation. Any new building additions or alterations are organised to allow optimum access for pupils with disabilities.	

	discussing with FGT financial support options to facilitate desired building project					
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Parent Support	<u>Improving Access to Information</u>	1. Continue to provide electronic copies of key written material on the website. Providing copies on information in alternative formats, eg larger font etc to meet individual needs.	ZHB/ Office staff	By Academic Year 2021 Ongoing	Pupils' individual needs are met with any barriers to achieving their full potential being removed	
	1. School literature and information to be made available in alternative formats, as required by parents and other stakeholders. 2. SEND information on the website to support parental involvement and offer additional support through outside agencies	2. Website to be kept updated with relevant support/ contact details. External information from agencies disseminated to relevant families. 3. Families to have access to technology, data and further resources	AM/ ZHB	Ongoing	Families supported through literature/ contact with external agencies/ updates, to ensure pupils are supported. Pupils will be able to continue to access learning and continue to make progress.	