



Ettington C of E Primary School Accessibility Plan

Our aim is to enable pupils to become informed, articulate and empowered; indeed, we strive to facilitate Learning for the Fullness of Life. By this we mean that, as an excellent school, we provide children with an equal entitlement to the curriculum which enables all to develop both intellectually and spiritually, embracing the skills or talents that they may have. Developing spiritual awareness through the teachings of Christianity alongside an awareness of and respect for other faiths is fundamental to the whole child's well-being and sense of belonging to a wider community.

Children should develop the skills, knowledge and understanding to become lifelong learners – to not be afraid that they don't know all the answers, but to persevere and embrace the opportunity to gain new knowledge. To learn how to collaborate with others, for mutual gain. To be curious about the world around them and not feel afraid to ask who, how and why.

We achieve this aim through our curriculum, our pedagogical approach and the Christian beliefs and values that we uphold.

Accessibility Plan

Introduction

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to developing a culture of awareness, tolerance and inclusion. We interpret our duties positively, taking into account the necessary actions to remove barriers to inclusion. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

Our Accessibility Plan shows reasonable adjustments made to accommodate their needs where practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. The Governing Body supports the principles outlined in the Equality Act 2010 and is supportive of widening access.

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.

Purpose of the Plan

The Accessibility Plan is drawn up in compliance with current legislation

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>. The Accessibility Plan is structured to complement and support the school's Equality objectives. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school:

- Not to treat disabled pupils less favourably;

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- To publish an Accessibility Plan
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Areas of planning responsibilities

- The Accessibility Plan relates to key aspects:
- Increasing access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as pupils without disabilities 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- the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improving the delivery of written information – this includes providing information about the school and events in alternative formats when required or requested, within a reasonable time frame.
- As a school we will audit our accessibility to improve access to the curriculum for pupils with special needs and disabilities. The school will continue to seek and follow the advice of professionals working in education to ensure barriers to learning are reduced and enable pupils to reach their full potential and make all reasonable adjustments. This Plan operates alongside the school’s Special Educational Needs and Disability policy and is consistent with it in terms of principles and approaches to resourcing.

Contextual Information

The school building is on one level. There are two mobile rooms which have ramps for access. We have accessible toilet/ changing facilities in the main building. We will ensure the curriculum is differentiated to meet the learning needs of pupils with SEN and disabilities and that provision is effective and appropriate for these pupils.

We will ensure that classroom organisation is planned to maximise learning opportunities.

We will seek to:

- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled pupils currently on roll and prospective pupils.
- To establish a culture of mutual trust and respect between all members of Ettington Primary School.
- To build a community that celebrates achievement at all levels.

‘All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans’....‘setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with an EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

We are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- SEND Code of Practice (0-25 years): 2014
- The Equality Act 2010
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- Warwickshire County Council

The action plan below identifies key objectives/activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities – these objectives will be reviewed annually.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring/Outcome
<p>Access to the curriculum</p> <p>Ensure all persons (staff and pupils) are fully aware of the definition of ‘disability’ and what they can do to support each other with visible and invisible disabilities</p>	<ul style="list-style-type: none"> ▪ Review staff training as necessary. ▪ Subject leaders to review their plans to ensure that our curriculum is as ‘inclusive’ as possible ▪ Liaise with Physical and Sensory Support agencies for training opportunities. ▪ Ensure there are learning resources (books etc) that show positive examples of people with disabilities ▪ Assemblies throughout the year will focus on disability E.g. Anti-bullying Week, neurodivergent Celebration week, Mental Health Awareness etc ▪ Invite people in with visible and invisible disabilities to speak to the children 	Ongoing	INSET	SENDco, Mental Health lead IDS – disability training STS Other professionals related to physical disability eg OT, Physiotherapist	Children with disabilities both visible or not, are engaged in learning and are happy in school. Planned and targeted programmes to support vulnerable children are successful in bringing about positive changes in their experience of school
<p>Access to the curriculum</p> <p>Consider and carefully plan for transition for any pupils with SEND from Rec to KS1, KS1 to KS2 and KS2 to Secondary Schools, or new starters to school with a disability</p>	<ul style="list-style-type: none"> ▪ Consideration of available rooms, the use of which may need to be changed to maintain inclusive practices and safety of children ▪ Clear plan which will show: who is informed of any changes; adequate time is given to making any necessary changes to the locations (including any refurbishments 	Ongoing	Evaluation of room and planning time as or when necessary	SENDco IDS – STS Other professionals related to physical disability eg OT, Physiotherapist	Children with SEND attend the school and are able to access the opportunities at each stage. Vulnerable children manage transitions with support and time is given to ensure it

	which may be necessary).				is successful.
<p>Access to the Curriculum</p> <p>Create accessible and effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school ▪ Carefully differentiated tasks should be planned for lessons and homework. ▪ Review PE and Staying Healthy Curriculum – access for all. ▪ Governor audit 	Ongoing	STS – Reasonable adjustments training to ensure best practice in the classroom	All Staff SENDco Subject leaders SLT Governors	Through lesson observations and sampling lesson planning, all children, regardless of need are fully included in the learning being taught.
<p>Access to the Curriculum</p> <p>Create accessible and effective learning environments for all (focus SEMH)</p>	<ul style="list-style-type: none"> ▪ In line with the school’s inclusive philosophy continue to assess students for SEND when behaviour communicates a need in school or at home. Liaise with families and previous schools and gather information from staff and class observations. ▪ Continue to write and upload Pupil Profiles and Pastoral Plans to ensure all relevant staff are aware and amend teaching plans appropriately. ▪ Use teaching assistants/ designated adult to support in lessons. 	Ongoing	<p>Time to complete pupil profiles/ handling plans/ pastoral plans</p> <p>Liaise with STS to ensure best practice in the classroom EPS Advice</p> <p>Team Teach refresher training required</p>	All staff Mental Health Lead	<p>Children have successful provision/intervention/plans in place to help them to feel secure and regulated in school.</p> <p>SMART targets are being achieved and progress is being seen.</p> <p>Staff are deployed to work with children who have priority of need</p>

	<ul style="list-style-type: none">▪ Support pupils through RISE - Schools Mental Health Team / STS - specialist advisory teacher/CAMHS etc▪ Refer to EP for assessment with highest needs and apply for EHC Plan where appropriate.▪ Use outside agencies to support the delivery of interventions for a range of SEMH need eg NHS Trailblazers▪ Make available quiet space/ time for children who need it.▪ Use of Team Teach de-escalation strategies where needed				
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<p>Access to the curriculum</p> <p>Ensure all school trips, including residential trips are accessible for all</p>	<ul style="list-style-type: none"> ▪ Staff to plan trips/visits which will be accessible for the children in their class. ▪ Seek advice from STS/IDS. ▪ Risk management and write up a risk assessment plan as necessary 	Ongoing	PP funding	Class teachers SENDco SENDco Assistant	All children have equal access to school trips and visits. Adjustments are made to allow this - for example attending residential with parental support or on a day attendance basis.
<p>Access to the wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Review activities on offer to children ▪ Ask the children what activities they would like ▪ Ensure school activities are accessible to all students – including children in receipt of Pupil Premium Grant funding and children included on the Young Carers register 	Ongoing	PP Funding	Whole school staff School council Leaders running activity Governors SLT	School tracks children’s access to clubs and other opportunities to ensure all children have equal access. Children with disabilities are represented at or above their proportion in the school as a whole.
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. 	Ongoing	Leadership Team and SENCo time to review policies.	Leadership Team and SENCo School council leader	Policies are regularly updated and reflect access for pupils with a disability. All stakeholders are fully aware of implications of disability access and staff writing these policies are held accountable Pupil voice is actively sought and recorded
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Review new signage of room functions. ▪ Review room acoustics ▪ Reinforce and remind community that the disabled car parking space outside school is for disabled users only ▪ Obtain pupil and parents voice 	Ongoing	Ensure PEEPs are updated at least annually or as necessary	HT Office manager Assistant SENCO SENCO & DHT School staff	All members of the community, regardless of any disability, are able to access the premises and use the school facilities

<p>Premises</p> <p>Ensure works completed on site reflects the needs of disabled users</p>	<ul style="list-style-type: none"> ▪ DDA compliant, eg handles/seating/toilets at suitable heights, etc 	<p>Ongoing</p>		<p>HT</p>	<p>Any alterations to the school building and grounds will be planned with people who use the building and any disabilities they may have</p>
<p>Access to Information</p> <p>Availability of documents in alternative formats to ensure all stakeholders, regardless of their disability, have access to all information.</p> <p>Signage and information on display around school is clear for all to see and understand.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of newsletter and letters for parents eg font, size, typeset. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software. ▪ Use of buff coloured photocopy paper. ▪ Review Collective Worship programme- widen focus on different/same theme ▪ Review visibility of information (including signage) on display in school ▪ Consult outside agencies eg IDS, STS as necessary 	<p>Ongoing</p>	<p>Office staff Teaching staff HT and DHT SENDco .</p>	<p>Office manager HT School teaching staff TA's Collective Worship co-ordinator Outside agencies</p>	<p>Stakeholders have access to information that is distributed across the school and are able to understand what it is communicating. Clear signage is on display around the school building</p>