



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
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including notepads & whiteboards) using specialist expertise ▪ Prioritise new software to purchase, for example Clicker 8. ▪ Train TAs and admin staff on use of Communicate in Print. 	Jan '23	<p>Time from MC / TH</p> <p>£ TBC</p> <p>Half day training INSET</p>	ICT Co-ord & SENCo	Leadership Team
<p>Access to 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. Focus in 22/23 on Hearing Loss, Dyslexia and ASD. ▪ Review PE and Staying Healthy Curriculum – access for all. 	Ongoing	<p>STS – Reasonable adjustments training to ensure best practice in the classroom</p> <p>Dyslexia Awareness Training EPS</p> <p>Twilight from IDS on HL</p>	All Staff	<p>SENCo through lesson observations and sampling lesson planning</p> <p>Leadership Team and Governors</p>

<p>Access to the Curriculum 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. • 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 	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	SLT

<p>Access to 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. ▪ 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	SBM	Leadership Team Governors
<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	Governors
<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 	Ongoing	<p>Ensure PEEPs are updated at least annually or as necessary</p> <p>IDS Hearing Team</p>	<p>Assistant SENCO</p> <p>TAs trained in Communicate in Print SENCO & DHT</p>	SLT
<p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software. ▪ Use of buff coloured photocopy paper. ▪ Review assembly programme- widen focus on different/same theme 	Ongoing	.	PSHE Coordinator & HT	SLT
<p>Attitudes</p> <p>To promote positive attitudes to disability and</p>	<ul style="list-style-type: none"> • Promote ‘No Outsiders’ programme • Review Assembly Programme to include ‘No Outsiders’ 	Spring '23	<p>Staff training cost TBA</p> <p>Governor awareness</p> <p>Linked books £200</p>	<p>PSHE Coordinator</p> <p>RE Coordinator</p>	SLT and Governors

diversity.			RE Co-ordinator review curriculum		
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