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Building strong
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SOUTHEND EAST COMMUNITY ACADEMY TRUST

Thorpedene Primary School & Nursery



ACCESSIBILITY POLICY & ACCESSIBILITY PLAN

<i>Review date</i>	<i>October 2023</i>
<i>Reviewed by</i>	<i>S. Moon</i>
<i>Next review date</i>	<i>September 2024</i>

General Duty:

Thorpedene Primary School and Nursery's Governors and staff have regard of the "Code of Practice for Schools" issued by the Disability Rights Commission (DRC) concerning the Equality Act 2010. The school will also follow the guidance issued by the DFES in 2006 entitled "Implementing the Disability Discrimination Act in schools and early years settings".

Our aims and ethos are to provide an appropriate, but challenging education for pupils of all abilities, providing each pupil with the support to maximise their chances of success.

Our Governors agree to review this Policy every three years.

They will also ensure that all staff are aware of the implications of the Equality Act 2010, through training and development opportunities, embed good practice across all aspects of school life.

The school through its Governing Body and Leadership will ensure that:

- ✓ Pupils with disabilities will not be treated less favourably than others for reasons related to their disability.
- ✓ Reasonable adjustments for disabled pupils will be considered and where practicably possible implemented.
- ✓ An Action Plan exists to increase access for education of pupils with disabilities.

The Governing Body proposes as part of its duty to increase access to education for disabled pupils by:

- ✓ Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- ✓ Improving the environment of the school to increase the extent to which pupils with disabilities may take advantage of education and associated services, and
- ✓ Improving the delivery of information to pupils with disabilities (versus that which is provided in writing for pupils who are not disabled).

We aim to ensure that every child is given the best opportunity to achieve. Reasonable adjustments will be made where possible to our policies and practices to meet the requirements of the Equality Act 2010. It is recognised that there is always room to improve and the Action Plan shows our objectives in continuing developments.

We see this commitment as a key component of our planning for achieving the five outcomes within Every Child Matters and view the links with other equalities policies and practices as positive and informing.

The Disability Equality Scheme contains an Action Plan that sets out the steps the school is planning to take over the next three-year period to meet the General Duty. The Scheme, including the Action Plan, will be reviewed annually and a report on progress will be made to the Governing Body.

Examples are provided below where the school has implemented specific developments in line with its vision and policy, as follows:

Access to the Curriculum:

1. The School is committed to promoting positive participation in the life of the school. We believe that pupils and adults with disabilities are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote disability equality across the school - their participation in the development and

implementation of this Scheme is our priority.

2. Any in-school developments, including changes to curriculum, teaching & learning, will take into account any possible barriers for individuals. This is a rolling and continuous improvement programme.
3. For further details refer to SEND/Inclusion and Medical Needs policies and specifics relating where necessary to individual needs.

Physical Environment:

The School will do everything possible that is practicable, and where resources enable implementation, to ensure the physical environment is appropriate for all pupils in the school. Future improvements planned and envisaged for the school will always include, promote and make provision for inclusion for all pupils and will continue to do so subject to the resources being available.

Information:

1. The School will gather information concerning disability equality as part of its collection of evidence for the Academy Improvement Plan and during the self-evaluation process. The information will be used to set and review the disability equality objectives outlined in an Action Plan where necessary.
2. Information systems will be used to monitor our progress as a school and the progress of pupils with disabilities within the school to ensure that we are helping all pupils to achieve their maximum potential.
3. A register will be maintained by the SLT/ SENCo identifying pupils who are disabled in order to ensure information is available and regarded when developing the Academy Improvement Plan.

Involvement

1. The School is committed to consulting and involving employees, governors, parents/carers and pupils, and will:
 - ✓ regularly review the effectiveness of the Scheme in delivering equality across the school, and
 - ✓ gather information that highlights practices or policies requiring review or revision, and
 - ✓ report any progress and/or new initiatives implemented to governors & local community via the school website.

Management, Coordination and Implementation

- 1 The School will report to the MAT what and how data is captured and recorded regarding pupils and staff with disabilities, and adopt a monitoring and review process as part of its 3-year Action Plan.
- 2 The School will evaluate whether pupils with disabilities are taking up opportunities to participate in trips, join trips, join in sporting activities etc, in order to review and consider areas for improvement.
- 3 It is envisaged that the process of gathering information will highlight areas that require review or revision.

The Action Plan

Our Disability Equality Action Plan is a working document, setting out the core actions the School is planning over the next three years to enable it to meet the Duty of care in line with the Disability Discrimination Act (1995, incorporating the Disability Discrimination (NI) Order 2006) in the following eight areas of school life.

It is not our intention to cover each of the eight functions annually. Rather, we will prioritise our areas of action according to the School context, monitoring and analysis of the information we hold, and the results of our Impact Assessments. We will aim to identify no more than five actions for development in any one school year.

Areas of school Life

- 1 Policy, Leadership and Management
- 2 Curriculum, Teaching and Assessment
- 3 Admissions, Attendance, Discipline and Exclusion
- 4 Pupils – Personal Development, Attainment and Progress
- 5 Attitudes and Environment
- 6 Parents, Governors and Community Partnership, including Extended Services
- 7 Staffing – Recruitment, Training and Professional Development
- 8 Pupil Voice and Participation

Disability Equality Duty

Employee and governor training – the School will review the training requirements for its Governors and employees and implement a training programme to meet any gaps.

The School will consider all other relevant policies in line with the Disability Equality Scheme (DES) and Accessibility Policy to ensure that account is taken of its duty to support pupils with disabilities.

The School will capture relevant data in order to evaluate its policies and ways of working and identify future improvements.

The Accessibility Strategy will be monitored alongside the Accessibility action plan and reported in the same cycle to the Academy Committee.

This policy will be reviewed in line with our policy cycle and statutory requirements.

Accessibility Action Plan

Physical Access				
Priority	Action	Who and When	Success criteria	Monitored by
To review provision in the Primary school	A list will be maintained detailing all pupils, staff and, where necessary, parents / carers with disabilities that may need reasonable adaptation of school procedures, access and practices.	SENCO and office staff Spr 24	All school personnel will be aware of the needs and adjustments of individuals within the school community.	SENCO
To identify new starters and pupils in EYFS with SEND / additional needs	Parents will have opportunities to share individual pupil needs - induction sessions/ school entry paperwork and interviews	Parents, EYFS staff/ SENCo / Ongoing	All children have their needs met to enable maximum access to all aspects of their learning. SEN register to include EYFS children (To be considered in conjunction with SEN action plans)	SENCO/ SLT
Maintain safety for visually impaired	Highlight key areas in paint as identified in habilitation reports.	Site Team	Visually impaired people feel safe in school grounds. Yellow edges and flashing	SENCO

people	Check exterior lighting is working on a regular basis Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate Check flashing beacons that signal fire alarm activation regularly		beacons to be monitored as needed throughout the school year.	
Ensure there are enough fire exits around school that are suitable for people with a disability	Regular health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear	Site Team Ongoing	All disabled personnel and pupils have safe exits from school.	Head teacher
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.	SENCO Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.	SLT
To ensure the school site is accessible to all stakeholders	Planned and future building work will take into account all requirements under the Equality Act 2010, and put in place enhancements where practicable. The Site has been reviewed and considered to ensure there are no existing barriers that would prevent access by Pupils or staff with disabilities to use the school facilities. The School will maintain under continuous review its rooms to ensure that the decoration, layout and furniture provides the optimum environment for meeting specialist needs.	Ongoing Site Team AUT 23 Site Team / SENCO Start of each year Site team / SENCO	All areas of the school take into account the expectations of the Equality Act 2010 Staff and pupils with disabilities are able to use the school facilities effectively	HT / AC SLT
To provide professional development opportunities.	Research training, courses, INSET, books that will meet training needs of all staff including MDAs. To include Paul Dix, Team-Teach, language development, Autistic Spectrum disorders and	Ongoing SLT / SENCO	Staff will have access to the highest quality CPD and will be equipped to meet the needs of all pupils.	SLT

	behaviour management on a rolling program.			
To work with other professionals to access the best possible support for pupils	Maintain contacts with Educational Psychology, Health and Social Services and the Local Authority. Learning Mentors, and all staff update communication & action, and information shared on CPOMs	Ongoing SENCO / external stakeholders Ongoing All staff	SENCo / Social Worker / external professionals will hold relevant and current contact details for all services. Safeguard logs accurately reflect the communication, action and information sharing between school and agencies.	SENCO/SLT
To ensure the Learning Mentor team is used effectively to support those children in danger of disengagement and suspension.	SENCO / DSL to act as line managers for Learning Mentors. Learning Mentors to work with, SENCO, DSL, pastoral and class teacher to identify and provide support for targeted group and 1:1 children. Review provision of information available for pupils with disabilities across the school environment	DSL / SENCO Ongoing DSL / SENCO Weekly SENCO Termly	Learning Mentors will have documented evidence to measure effectiveness of provision. Learning mentors and other staff groups interacting effectively, sharing information and supporting children as necessary. All pupils will have appropriate access to provision; including websites, homework, signs around school, testing environments, tests / assessments.	SLT / SENCO / HT
Ensure information is available in relevant forms.	Pupils and parents have access to information (curriculum, school) that meets their needs eg large print, Braille, pictorial or symbolic representation, reflecting diversity re language spoken, non-readers	SLT / SENCO Ongoing	Pupils/parents can navigate the school safely and access all information in a format that meets their needs, including the use of translators when necessary for parent consultations etc.	SLT
Ensure that fire bells are audible in all classrooms, particularly for children with hearing impairments.	Alarms are tested termly. Fire drills are carried out termly. Class teachers to liaise with parents at times when hearing deteriorates. Individual PEP's per child.	Site team Ongoing	Fire alarm is clear and audible for all pupils and staff. Children with hearing impairments can evacuate the building quickly and safely in line with peers.	SLT
To offer specialist provision for SEND children in an inclusive environment.	Individualised Support plan created with targets. Concrete resources used when and where necessary dependent on the needs of the child. Inclusive activities and school trips.	Teachers Termly	Integrated targets support child's learning with clearly achievable targets and progress.	SENCO
Accessible car parking	Disabled members of staff and visitors have a place to park. There is a place for disabled members of staff	Site team Ongoing	There is a place for disabled members of staff and visitors to park throughout the school day.	SLT

	and visitors to park throughout the school day.			
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Curriculum Access				
Priority	Action	Who and When	Success criteria	Monitored by
To review the different areas of the curriculum annually, to consider the access to the curriculum and whether improvements are necessary	Teaching and learning improvements have or are planned to be adopted and the timescale expected. Specific roles will be identified for staff as required. Resources for the effective support for pupils with disabilities reviewed in line with new curriculum	Subject leaders Sum 24	All children have their needs met to enable maximum access to learning. To be considered in conjunction with SEN and Pupil Premium action plans.	SENCO, Curriculum lead, SLT
To increase access to the curriculum for children with SEND through use of Computing technology.	Ongoing liaison with SENCo to provide a range of technologies to enhance and support learning.	SENCO / Computing lead Sum 24	Pupils can access the curriculum, regardless of SEND.	SLT
To improve pupil voice for children with SEND at school.	School Council	ELG Half termly	SEND pupils on school council	SLT
All school visits and trips need to be accessible to all pupils	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability. Ensure staff are fully briefed with regards to children with SEND	SENCO / EVC On-going	All pupils are able to access all school trips and take part in a range of activities	SLT
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	PE lead	All pupils have access to PE and are able to excel, for example via support from an adult	Curriculum lead / SENCO
Communication with Parents	Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access	SENCO Ongoing	Parent/school communication is strong o Parents confidently contact SENCO for support and advice.	SLT

	further support and advice. Ensure that the annual report to parents of SEND is accessible and informative for parents.			
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