



Everyone **S**miles **H**ere

Esh Church of England (Aided) Primary School

Accessibility Plan

September 2016



These Guidelines are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the Governing Body as employer, admissions authority and owner of the school.

Esh Church of England (Aided) Primary School

Accessibility Plan 2016-2017

At Esh Church of England (Aided) Primary School we want all children to enjoy school, to be challenged to achieve and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan:

This plan shows how Esh Church of England (Aided) Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- Physical facilities
- The school curriculum
- Support services
- Awareness
- Communication of information

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Definition of disability under the Equality Act 2010:

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal activities.

What 'substantial' and 'long-term' mean:

- *'Substantial' is more than minor or trivial – eg: it takes much longer than it usually would to complete a daily task like getting dressed*
- *'Long-term' means 12 months or more – eg: a breathing condition that develops as a result of a lung infection*

Physical

Process for Identifying Barriers:

To ensure the building remains accessible for all, the Head teacher will monitor all risk assessments, service use and as part of the school evaluation process, feed back to the Governing body any modifications that may need to be made to ensure the building can be accessed and used by all.

Current access provision:

- The building is all on one level with no stairs, kerbs or raised areas needed to access the building through the main entrance area.
- There are no stairs within the building and all doors and corridors are wide enough for a wheelchair to pass through.
- The paths leading to the building from the main highway are of different widths with the central pathway being wide enough for a wheelchair to pass comfortably.
- The building has one *accessible* toilet.
- There are different height tables situated around the building to accommodate need within the school, which can be moved to any area.
- There is flexibility and versatility in all classrooms to accommodate any pupils with physical needs. All tables and chairs can be moved.
- The school is served by a wireless system enabling internet access at any point in the building.
- The school have a number of portable devices such as iPads, laptops and netbooks for pupils use.

Objectives for Improvement in Access to the Physical Environment 2016-2017

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To consider the needs of all children in the developmental and planning stages of landscaping the exterior grounds of the school.	To consult with planners and contractors as to the positioning of outdoor equipment such as climbing frames, storage sheds, gardens and planters.	September 2016 to July 2017	<i>Headteacher (HT) and Governors</i>	All pupils regardless of ability can access the play equipment and storage sheds. All children feel safe playing in the grounds of the school.
To improve the physical environment to aid those with a visual impairment.	Maintenance of external steps highlighted in yellow non-slip paint.	Ongoing.	<i>Caretaker</i>	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Safe Access around exterior of school.	Ensure pathways are kept clear.	Ongoing.	<i>HT Caretaker</i>	Disabled people to move unhindered along exterior pathways.
Outdoor sensory provision.	Develop Y6 Garden, Prayer Garden and Nature Area in terms of seating, quiet time and sensory stimulation.	Summer 2017 and ongoing.	<i>SLT RE Leader</i>	Outside areas used more effectively to increase access for pupils.

The School Curriculum

Process for Identifying Barriers:

Teachers planning is moderated and monitored by SLT and subject coordinators to ensure specific learning needs are accommodated and individual children's needs are identified.

Current Curriculum Provision:

- Within teacher's medium and short term planning, named pupils work on programmes aimed at improving their basic skills in literacy and maths, co-ordination, motor skills, speech and language, integration into group situation and socialisation skills. Delivery is conducive and adapted to meet all learner's needs.
- All children are given equal access to a wide range of extra-curricular activities, visits, visitors and themed weeks which address specific subject learning opportunities such as: creative week.
- The school constantly engages in additional staff training to ensure members of staff are first aid trained at different levels such as Paediatric First Aid, First Aid in the Work Place or Trained First Aider. Staff are given the knowledge and skills so that they feel proficient, skilled and knowledgeable to meet the needs of all pupils with a disability or allergy such as intolerance, autism, ADHD or visually impaired or hearing impaired.
- To ensure the curriculum is accessible for all, the school use visual timetables, pencil grips, motor programs, movement programs, speech and language programs and offer a number of therapy programs as a means of support for identified pupils.
- All staff receive Level 1 safeguarding training, the HT and DHT have level 3 qualifications and the HT has attended numerous additional safeguarding training sessions; including Prevent Training, FGM and CSE. HT and DHT are Designated Safeguarding Leads.
- All elements of Social, Moral, Spiritual and Cultural education, including addressing British values and safeguarding concerns such as E-safety, are permeated across subjects and evident in class display, books and the sharing of pupils work through display. All pupils identified with a learning need, in each class, have access to intervention programs as part of their daily teaching program.

Objectives for Improvement of Access to the School Curriculum 2016-2017:

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils.	To audit current skills of all staff in relation to support services they can offer pupils;	September 2016 and on-going.	SENCO All Teaching Staff HT	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines are available for reference
Appropriate use of specialised equipment to benefit individual pupils and staff.	Commit to providing appropriate ICT resources to meet pupil need. Purchase sensory resources.	September 2016 and ongoing.	SENCO Class Teachers Teaching Assistants	Increased access to the curriculum. Needs of all learners met.
To keep up-to-date on all safeguarding training	Audit training needs of all staff. During the induction of new staff to the school they are informed of the designated officer for the school and how to record incidents and who to report information to.	September 2016	Office Manager SENCO/ HT	The pupils are kept safe at all times and staff are aware of the reporting procedures in place.

Support Services

Process for Identifying Barriers:

Information is shared amongst multi-agency professionals working in County Durham. Information is sought from the previous school for all pupils admitted to the school at the beginning or through the academic year. The SENCO / HT or class teachers attend all transfer-in meetings, or multi-agency meetings to identify need. Support Plans and pupil files are updated termly or after discussions with multi-agencies and professionals.

Current Support Services:

- The school work very closely with multi-agencies within the local authority to ensure a catalogue of evidence and advice is available to support and meet the needs of children. This information or chronology is updated regularly after meetings or discussions concerning the child.
- The school use the services of all the professional teams working within the local authority including health colleagues such as CAHMS, SALT, LACES, Health Visitors, Family Workers, School Nurse, Family Action, Domestic Violence workers, One Point teams and Social Workers.

Objectives for Improvement of Access to Support Services 2016-2017:

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils.	To audit current skills of all staff in relation to support services they can offer pupils; Ensure all staff receive Safeguarding training and know the referral process in school. Ensure all staff are completing the short notes and informing the SENCO of areas of need for each child. To audit all policies and guidelines in relation to SEND, Safeguarding, Accessibility and Equality.	September 2016 and on-going.	SENCO / HT All Teaching Staff	The needs of each child are known and teachers feel confident in dealing with any situation that may arise proficiently. All policies and guidelines are available for reference

Awareness

Process for Identifying Barriers

All stakeholders have the opportunity to partake in an evaluation session at the end of an academic year to identify the schools strengths and areas for development. On a termly basis the HT reports to the Governing Body on the school provision, curriculum design and staffing professional development to ensure there is a culture of understanding relating to Equality.

Current forms for ensuring awareness:

- Within the curriculum, time is set aside to address aspects of Equality and explore pupils understanding and values through small group discussion and activities and questions around aspects of learning.
- The school is participating in the Educate and Celebrate programme to raise awareness of equality for all.

Objectives for Improvement of Access through Raising Awareness 2016-2017:

Target	Strategies	Time-Scale	Responsibility	Success Criteria
To address different aspects of disability through assembly themes and class discussions.	To hold regular assemblies relating to SEAL or areas of intolerance that are experienced in school.	September 2016 Ongoing	HT Worship Leader Reverend Peers	There is an ethos of caring and tolerance of others emanated around the school.
To ensure all staff are confident and knowledgeable in delivering the Educate and Celebrate programme.	Delivery of the Educate and Celebrate Programme. All teaching staff to evaluate the Educate and Celebrate materials and how effective it is at changing mind-sets.	September 2016 and on-going.	HT Educate and Celebrate Coordinator	The needs and feelings of each child in school and the wider community are valued and respected.

Communication

Process for Identifying Barriers:

The Governing Body and HT audit the methods in which to communicate with parents, carers, teachers and pupils to ensure all methods of communication and the ways information is distributed is effective.

Current forms of communication used:

- The school presently uses a number of methods to communicate with stakeholders and keep people up-to-date with life in school and their children's learning, such as termly parents evenings, monthly newsletters, notice boards outside the main pick up point, personal invites, text messaging, emails and the school website.
- Parents have daily and weekly access to their child's reading diary and homework diaries to correspond with teachers on matters arising.
- Staff are always available at the start of the day and at the close of the school day at the exit gates when they see their pupils out of school.

Objectives for Improvement of Access through Communication 2016-2017:

Target	Strategies	Time-Scale	Responsibility	Success Criteria
For all teachers to be kept up-to-date as to the categories their pupils fall within, such as SEND [Special Educational Needs or Disability] PP [Pupil Premium] , CLA [Children Looked After], FSM [in receipt of Free School Meals], EAL [English as an Additional Language] or GRT [Gypsy, Roma, Traveller]	To prepare class information sheets which highlight the group or groups a child may fall within.	September 2016	Admin Manager HT SENCO	All data analysed shows pupil progression and indicates the attainment levels and expectations nationally for specific pupil groups.
Availability of written information in alternative formats.	All staff and parents aware of services available for requesting information in alternative formats.	Ongoing	HT Admin Manager	Written information available in alternative formats and languages on request.
Improvements to help those with hearing loss.	Hearing loop fitted in main reception.	Depending on need.	Governors HT	Communication improved for pupils, parents and visitors with a hearing impairment.

Date of Implementation: September 2016

Date of Review: September 2017

Signed Headteacher:

Signed SEN Governor:

Signed Chair of Governors: