



EARITH PRIMARY SCHOOL ACCESSIBILITY PLAN



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1. Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 and is compliant with the current legislation and requirements as specified in Schedule 10 relating to Disability.

2. Aims

To continue improving all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the school. This also supports our school's ethos, vision & values: [link here](#)

At the same time the school is committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also taking positive action to ensure that the spirit of the Equality Act 2010 continues with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The plan will cover two areas:

1. Curriculum Access
2. Physical and Environmental Access

3. Curriculum Access

For pupils with a disability this involves expanding the curriculum as necessary to ensure that they are as prepared for life as are the able bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, visits and the provision of specialist or auxiliary aids and equipment which may assist the pupils in accessing the curriculum.

4. Physical/Environmental Access

This includes adding specialist facilities as necessary and covers improvements and additions to the physical environment of the school and physical aids to access education.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies:

- Health and Safety policy
- Medicines policy
- SEND policy & Information Report
- Behaviour Policy
- School website/ Prospectus
- Equality objectives (required from April 2012)

The school website will make reference to this Accessibility Plan.

Earith Primary School Accessibility Plan: School Year 2023-2024

| Development area | Targets | Strategies | Goals achieved (in Academic Years 2020/2021, 2021/2022 & 2022/2023) |
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| <p>Curriculum delivery</p> | <p>Classrooms are organised to support disabled pupils.</p> | <p>Site assessment walks from SENCO/SLT</p> <p>Guidance from external; agencies/specialists is implemented for arranging classrooms to benefit disabled pupils.</p> | <p>2022/2023</p> <p>In-line with educational research supporting pupils’ cognitive load, classroom environments, namely the use of working walls/displays has been reconsidered to support all pupils including those with Special Educational Needs & Disabilities.</p> <p>Adaptations were made to the use of the teacher’s voice, including seating arrangements and repurposing of a classroom environment area to support pupils with disabilities</p> <p>2021/2022</p> <p>Curriculum materials/resources include examples of people with disabilities</p> <p>Reasonable adjustments made to classroom layout/seating (evidenced in APDR) to support multiple pupils with ASD/other disabilities (2021/2022)</p> <p>2020/2021</p> <p>Adjustments made as per advice of nurse and hearing team in academic year 2021-2022. Disabled pupils able to access learning</p> |

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| | | | environment more effectively. |
| Curriculum delivery/ delivery of materials in other formats | <p>Personalised targets/provisions set by teachers/SENCO as part of ADPR process</p> <p>Copies of slides and diagrams available to pupils where appropriate</p> <p>Worksheets produced in at least size 12 font where appropriate. Use of colour/highlight tool to support dyslexia-friendly approach for some pupils.</p> | <p>SEND information available to all staff and further training on implementation and differentiation of curriculum required where necessary</p> <p>Action advice from SEND Specialist Services team as appropriate.</p> | <p>2022/2023</p> <p>As in above, in-line with current educational research supporting ‘cognitive load’, lesson materials e.g. through the use of <i>teaching slides</i> has been revised, adopting a school-wide, uniformed approach, benefitting many with additional needs and disabilities.</p> <p>Again this year, adaptations to general classroom practice to support a small number of children with disabilities, was used to secure access arrangements for pupils with disabilities as part of in-house and statutory assessments 2023.</p> <p>Robust Pupil progress meetings ensure pupils with additional needs are discussed and progress tracked, monitored and intervention where necessary occurs.</p> <p>2021/2022</p> <p>Access arrangements as part of Primary Assessment Gateway utilized for some pupils with disabilities in statutory assessments 2022 and in-house assessments</p> <p>As per below – ongoing implementation</p> |

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| | | | <p>2020/2021</p> <p>Visual timetables in each of the classes (September 2020) to support dyslexia-friendly approach</p> <p>Adjustments to colour and size of font for pupils</p> <p>Disabled pupils able to access curriculum more effectively.</p> |
| School design for disabled pupils | All areas accessible to disabled pupils/people. | <p>Strategic discussions with SLT. Trust-Level & LA as appropriate where need is identified.</p> <p>Ensure additional classroom fully accessible for disabled pupils</p> <p>Foyer/other access points to be agreed with parents when/if need presents itself</p> <p>Ensure library is accessible for pupils with disabilities</p> | <p>2022/2023</p> <p>No further improvements made school-wide, only reasonable adjustments to reflect temporary changes to provision for some pupils as a result of emergent medical conditions.</p> <p>2021/2022</p> <p>Member of staff with temporary wheelchair access: risk assessment and temporary reasonable adjustments made to workspace/area.</p> <p>All areas have school have sufficient lighting including new LED in main teaching & learning areas.</p> <p>2020/2021</p> <p>Spread out nature of school reduced. Disabled pupils able to access all physical areas without difficulty.</p> |

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| | Signs clear and understandable for visually impaired. | Replacement of signs takes account of appropriate colour schemes/size for signs. | |
| | Comprehensive evacuation plan in case of fire. | Seek advice from fire service to identify issues related to evacuation of pupils with specific disabilities. | <p>2022/2023 Feedback was given during year as to how better to support a pupil with disability during a fire evacuation drill, including subsequent actions.</p> <p>2021/2022 PEEPs adhered to during drills and all disabled pupils exited within three minutes with rest of school</p> <p>2020/2021 New Personal Emergency Evacuation Plans written for 2 pupils with SEND (September 2021).</p> <p>Fire drills are successfully incorporated in the plan.</p> |
| Auxiliary aids and services | Medical conditions policy reviewed and updated. | Input from school nursing service. Relevant staff identified and trained. | <p>2022/2023 Seating arrangements/re-purposing of classroom environment as stated in previous section made to support emergent need/s.</p> <p>2020/2021 Additional medical training held at school September INSET 2021 to support needs of pupil with serious medical condition.</p> <p>Seating arrangements of two pupils revised for September to support identified need.</p> |

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| | | | All pupils with medical conditions are supported. |
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Updated: September 2023

Review: September 2024