



EVERSLEY PRIMARY SCHOOL ACCESSIBILITY / DISABILITY PLAN

We are committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive steps with regards to disability and to developing a culture of inclusion, support and awareness within the school.

This plan should be read in conjunction with the following policies:

- SEN and Inclusion
- Single Equality Scheme and Action Plan
- Curriculum Policy
- Health and Safety Policy
- Behaviour Management Policy
- School Prospectus and Vision Statement
- School Improvement Plan
- Staff Development Policy

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act, 1995)

We aim:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to the curriculum for disabled pupils; including teaching and learning, access to after school clubs run by school staff and school visits.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every 3 years. Attached to this plan is the action plan showing how the school will address the priorities addressed in the plan.

A person has a disability if he or she has a physical/mental impairment which has a substantial and long-term effect on his/her ability to carry out normal day-to-day activities.

Purpose and direction:

The purpose and direction of the school's plan is to reduce and eliminate barriers to access the curriculum and to achieving full participation in the school community for all pupils and adults users with a disability.

Audit of existing achievements and provision:

Curriculum:

- Data obtained on future pupils to facilitate advanced planning – includes pupils entering the Foundation stage.
- Established procedures for the identification and support of pupils with Special Educational Needs and Disabilities.
- Detailed pupil information on SEN pupils and those with additional needs, including disabilities, given to relevant staff.
- Termly whole school pupil progress meetings with all staff, Inclusion Manager/SENCO and Phase leader.
- Pupils and parents involved in target setting and reviews of Individual Support Plans.
- Liaison with external agencies (EP, CAMHS, BSS, Speech and Language Service, EWO, Physiotherapist, OT, Advisory Service for Autism, Hearing Impaired Service and Visually Impaired Service).
- Specialist resources to support specific needs (Alpha Smart computers, Clicker 6/Iota Touch Typing software, writing slopes, move n sit cushions, pencil grips, coloured paper, coloured overlays, reading rulers, therapeutic putty etc.).
- Specialist arrangements for KS2 SATS (extra time applied for, use of amanuensis, large print or modified print papers, small group or 1:1 if a scribe is required).
- Differentiated curriculum and parallel curriculum, where necessary, to enable all pupils to feel secure and make progress.
- Learning support assistants and teaching assistants deployed to cover specific English targets, Maths targets, speech and language and OT intervention programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need and for those with temporary disabilities, e.g.: broken leg.

Physical Environment:

- Ramp up to the KS1 playground
- Wheelchair access to KS1 hall and access to KS1 building by means of a ramp.
- A shower room in KS1 and KS2.
- A ramp in the KS2 playground leading into the building.
- Group Rooms for quiet times or 1:1 work.
- A lift in KS2 building
- 3 classrooms in KS1 have The Soundfield System in place for hearing impaired pupils
- 5 classrooms in KS2 have The Soundfield System in place for hearing impaired pupils

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Information

- Provision of information to pupils with a disability – this is currently provided by review meetings, parent consultation meetings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend meetings with parents. The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Prospective parents of pupils with Education, Health and Care Plans and pupils identified as having a special educational need are invited to a transition meeting to discuss their

child's particular needs prior to the pupil starting at school. These pupils may be visited in the pre-school setting and/or the home by school staff.

- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is respected and planned for.

To ensure the future of the accessibility plan, this plan should become less of an independent strategy and more of a thread running through all the school's plans and policies.

Date of Plan: January 2019

Review date: January 2022



Accessibility Action Plan - January 2019 – January 2022



Target	Strategy	Timeframe	Outcome
To ensure that all changes of surface indoors and outdoors are marked with a contrasting painted line	Site manager to annually paint lines onto the steps and in areas where there is a change of surface	Annually	School environment in both buildings will be more accessible for visually impaired pupils, parents and visitors
To continue to improve the accessibility of the school and provision for pupils with disabilities	To take account of the needs of pupils, staff and visitors with disabilities (e.g. physical disabilities, sensory and visual impairments) when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities/fittings.	On-going	Enabling needs to be met where possible and improved accessibility.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where necessary. Risk assessments to be put in place.	With immediate effect to be constantly reviewed	Enabling needs of individual pupils to be met where possible.
To ensure educational visits/residential trips/school activities and clubs are accessible to all.	Develop guidance for staff on making trips accessible. Ensure each visit/activity is checked for appropriateness/suitability.	As required	All pupils in school able to access all educational visits/residential trips and take part in a range of activities.

<p>To continue to provide resources/specialist equipment to promote participation in learning by all pupils</p>	<p>Follow recommendations outlined in assessments by external agencies/professionals.</p> <p>Provide equipment as needed, e.g. pencil grips, writing slope boards, etc.</p>	<p>On-going and as required</p>	<p>Pupils will develop independent learning skills.</p>
<p>To retain IQM flagship status</p>	<p>Inclusion Manager to attend IQM network cluster meetings with other flagship schools.</p> <p>Inclusion Manager to work with IQM Assessor on the action plan.</p>	<p>On-going</p> <p>IQM review - annually</p>	<p>Sharing of ideas for inclusion and SEND across schools</p> <p>Further develop inclusion within the school</p>
<p>To ensure high quality daily provision is being provided for all SEND pupils by:</p> <ul style="list-style-type: none"> -Developing the skills of teachers so that they consistently use assessment of learning to identify and act upon pupils' needs -Plan specific learning tasks to the right level of challenge, ensuring all children make good progress 	<p>Inclusion Manager and Assessment lead to make links with special schools to develop the curriculum and assessment systems, looking at life after 'P Levels' and how individuals can be tracked in both attainment and progress.</p> <p>CPD training for all staff on how to plan and track for children with SEND. High quality training for TAs and LSAs in interventions and differentiated curriculum.</p> <p>Review current ISPs and ensure that SMART targets are set with all those involved in the learning and well-being of individual children; ensure that these are reviewed at the end of every term and baseline assessments are reviewed.</p> <p>All teachers to have a performance management target for SEND, to ensure that they are taking ownership for creating an</p>	<p>On-going</p>	<p>New tracking system introduced to track SEND children, which ensures all children have clear SMART next steps.</p> <p>Upskilled staff delivering high quality individual learning for SEND children. Staff to have increased confidence in supporting pupils with SEND. Staff are able to support pupils to access the curriculum and overcome barriers to learning. All SEND children making good progress from their starting point.</p> <p>ISPs regularly reviewed with all adults involved with each individual child. SMART targets set termly, which are baselined at the start and reviewed at the end of every term. A high percentage of children achieving these targets and making good or better progress.</p> <p>Staff taking greater ownership of planning and resourcing for SEND children.</p>

	individualised curriculum and assessments for SEND children.		
To develop a nurturing school ethos across the school	<p>Set up nurture breakfast groups for KS1 and KS2</p> <p>Continuation of nurturing lunch time clubs in KS1 and KS2.</p> <p>Introduce part-time nurturing activities as part of behaviour management strategies i.e. protected time.</p> <p>Create a nurture room for identified children to attend daily for 4 terms. All staff working in the nurture room to attend LA training, to understand the principles and how to lead/teach a successful nurture room.</p> <p>To buy in counsellors to support identified children and offer weekly support. Introduce 'Place 2 Talk' which allows children the opportunity to talk to someone when they are worried or unsure.</p> <p>Reintroduce the 'Worry Box' which allows children to write their worries or concerns, which are then followed up by a member of SMT.</p>	On-going	<p>Children will feel safer in school (use feelings survey)</p> <p>Reduction in anxieties and behavioural incidents in the classroom and at lunch time</p>

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