



Accessibility Plan

For

Mrs Ethelston's C of E Primary Academy

Statement of intent

This plan should be read in conjunction with the Schools Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Link Director, Head of School and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

School background					
Mrs Ethelston's currently has 9.5% SEND, 12 Pupil Premium and 1% EAL.					
An audit of the curriculum is carried out at least annually and the learning environment is monitored half-terminly by class teachers, HOS and SENCO with ordinarily available provision and the impact of pupils as a focus.					
Improvements already made to enhance access to the curriculum					
Training is planned in to support the needs of individual pupils as well as broader contextually relevant areas of need for pupils in our school.					
Positive handling training for adults in the school if needed for specific need.					
Targeted training for specific staff members.					
Curriculum policies and planning reviewed ensuring SEND provision. Purchase of multi-sensory, motor-skill equipment, coloured filters, white boards and dyslexia-friendly reading books have been made to support needs where required.					
There is a comprehensive breakdown of SEND need for classes, year groups and units to support the provision and intervention required, as well as individualised plans for pupils. Visits and consultations from Complex Needs, SEMH, Communication and Interaction, Educational Psychologist and Speech and Language teams for individual pupils to support teaching and learning if required.					
Next steps to further enhance access to the curriculum					
Issue	Action	Responsibility	Target deadline	Outcome	Review

Staff obligation to provide an inclusive curriculum	Audit and support of curriculum planning and delivery	HOS SENDCo	Termly review and audit	All staff are aware of the accessibility issues and gaps in the curriculum and adjust accordingly	Termly
Ensure new children entering the setting are well understood and any needs are catered for.	To liaise with pre-school providers to prepare for the new intake of children into Foundation each year. To liaise with educational establishments to prepare for the intake of new children who transfer within year To identify pupils who may need adapted or additional provision	HT, SENCo & EYFS Leader and teachers	May to July annually	Provision set in place ready for when the child/ren start school	Ongoing
Ensure pupils have a good level of speech, language and	Speech and Language Link screening in	Class teachers SENDCo	Autumn term	Pupils with any gaps are identified and	Possible referrals to Speech and

communication for their developmental stage	EYFS and Year 3 More often if appropriate			appropriate intervention put in place.	Language Advisors Annual testing and ongoing review for identified pupils
Provision for pupils who are dyslexic	Testing children for dyslexia Ensuring strategies and resources are in place for dyslexia friendly classrooms. Additional dyslexia friendly books have been purchased.	SENDCo and class teacher	Ongoing as pupils identified	Children to be supported with different strategies for dyslexia. The classroom to promote a dyslexia friendly environment.	Termly with SEND register updates
Ensure rapid response to pupils' needs	Continued liaising with advisory teachers/ specialists Arrange visits when necessary	SENDCo and class teacher	In place and ongoing	Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum.	Half termly
To have a full awareness of the factors and risks, as well as clear routines for pupils with allergies as	Epi pen, anaphylaxis and other training as children's needs	SENDCo Class Teachers	In place and ongoing	To be able to administer medication for anaphylaxis and	Ongoing – meetings with parents

well as routines for adults and other pupils	require Information shared during staff induction Staff to know where medical resources are accessed			diabetes Follow Health care plans	
Hearing impaired pupils/ pupils with limited language development to be able to communicate successfully	Staff would have Makaton signing training and use this for relevant pupils Hearing equipment is used to support individuals.	TA Class teacher SENDCo	Ongoing	Pupils to be able to successfully access the curriculum and daily routines	Ongoing

Planning duty 2: Physical Environment

School background					
Mrs Ethelston's currently has 9.5% SEND, 12 Pupil Premium and 1% EAL.					
The school is an old Victorian site. There is access on to the playground and to some buildings without needing to use steps. A lot of the rooms have steps to access them. There are disabled toilets. The church and village hall are used for school provision as the school does not have a hall on site.					
Improvements already made to enhance access to the physical environment					
Next steps to further enhance access to the physical environment					
Improve the physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved	HoS BM SENCo Caretaker	In place and ongoing	Children can access the school site so they have access to the whole curriculum.	Termly or as need arises

	access, lighting, and colour schemes, and more accessible facilities and fittings.				
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are training in them and capable of carrying them out.	HoS SENCO Class teacher	In place and ongoing	Children are able to navigate the site and are able to participate in learning. Medical records are kept up to date. Reasonable adjustments surrounding access needs will be made wherever possible, for example the use of a mobile ramp. However, entrances to the main building, other than Woodhaven, are narrow.	Assess, Plan, Do, Review meetings termly between SENCo and class teacher to ensure needs are met. Medical records file and IHCP to be kept up to date and checked termly

To ensure driveway, roads, paths around the school are as safe as possible	Communication with parents via safety messages/letters/walk to school week Regular premises inspections, including entrances/outside areas/play areas	SENCo, teachers and teaching assistants.	ST, and ongoing	In place and ongoing	Evidence that appropriate consideration and reasonable adjustments have been made	Children and staff will be able to safely walk around the school grounds.
Deep cleaning of classrooms and main halls and spaces during holidays to eliminate allergens for high risk pupils	Deep cleaning	Senior administrator Caretaker/cleaning contractor		School holidays	To reduce risk of contact with allergens	Ongoing

Planning duty 3: Information

School background					
SEND information on school website. Links to external support agencies and advise available on website.					
Improvements already made to enhance access to information					
School SENDCo advise of ways to access information and information about outside agencies for support. Early Help and TAF meetings include multi-agencies where appropriate. Parents requesting information to be shared in paper copies/ presented to meet needs can be requested via the school office.					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Parents not aware of the services offered by support agencies or how to access these resources	Early Help information to be added to school website and information letter to be sent out separately and reminders on social media	HoS SENCo	Regularly updated and shared	To ensure parents/carers are aware of ways to access and services offered by the relevant agencies	Ongoing
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered	SENCo, ST, teachers and teaching assistants.	Ongoing	Evidence that appropriate consideration and reasonable adjustments	Ensure at end of term reviews that suitable provision is in place.

	and put into place for statutory testing.			have been made.	
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Whole school team	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.	Ongoing