




Evelyn Street Primary Academy

Accessibility Plan

Ratified: March 2024

2024 – 2028

Policy Responsibilities and Review

Policy type:	School policy/plan
Guidance:	
Related policies:	<ul style="list-style-type: none"> • Health & Safety Policy • SEND Policy
Review frequency:	3 yearly
Committee responsible:	LCG
Chair signature:	J Brown 
Changes in latest version:	Ref to Covid removed

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Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA). The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body.

The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Evelyn Street Primary Academy, the Plan will be monitored by the Head teacher and evaluated by the Chair of Governors.

At Evelyn Street Primary Academy, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Key Aims

Our Aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs
 - To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
 - Improve the delivery of information to pupils, staff, parents/carers and other members of the school community
- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by consultations with pupils, parents, staff and governors of the school. The document will be used in conjunction with other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to

Schedule 10 of the Equality Act 2010.

- 2) Evelyn Street Primary Academy is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to develop a culture of inclusion, support and awareness within the school.
- 3) The Evelyn Street Primary Academy Accessibility Plan shows how access is to be improved for accessibility to pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate human needs where practicable.

Evelyn Street Primary Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information to:

- Increase access to the curriculum for pupils, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4) 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.
 - 5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Health & Safety Policy
 - Special Educational Needs Policy
 - Supporting Children with Medical Conditions and Administration of Medicines Policy
 - Trips and Residential Visits Policy

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

The first-floor classrooms in the school would limit access to wheelchair users. However, alternative ground floor classrooms are available to be used in the event of a wheelchair user joining the school. All pupils can participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The key stage 2 classrooms are located on the first floor. There are no persons with physical impairments using the premises at the current time. Most entrances in to the school are either flat or ramped and all have wide doors (above 812mm) fitted. Doors fitted at the base of the internal staircase lead to 2-steps to ground level. Whilst we acknowledge that the shape of the school could potentially present challenges when moving through internal corridors, i.e. passing through main hall in order to reach different areas of the school, we make reasonable adjustments as the need arises. The school does have dedicated visitor parking with two clearly identified disabled parking bays at the front of the school. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required. There are two easy-accessibility toilets in the school.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.

- The policy is reviewed annually and/or as children's needs change.
- The annual review is shared with staff.
- We make links with other schools to share best practice through regular SENDCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head teacher. The Chair of Governors or nominated person from the Board of Governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

Aim 1: To increase the extent to which all pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing. The table below sets out how the school will achieve these aims.

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
<p>To liaise with pre-school providers to prepare for the new intake of children into Foundation each year</p>	<ul style="list-style-type: none"> • To identify pupils who may need adapted or additional provision • To liaise with pre-school providers to prepare for the new intake of children into Foundation each year • To ensure staff have received adequate training before each new school year. • Starter packs for new pupils provided to each family in the summer term includes school information, activity ideas, and information about school day. • Reading and Writing assessments issued to new pupils and returned to school before new term starts. • Head Teacher and Teachers meet all pupils either in person or virtually before school term. • Small group, socially distanced tour of school and outdoor stay and play visits arranged. 	<p>Time Allocated CPD training Virtual meetings with parents. School prospectus. Starter packs for new pupils. Individual social distance tours. Transition to EYFS via parent meetings and other Healthcare professionals. Tapestry platform</p>	<p>Data Collection sheets to parents, children identified and training plan put in place for EYFS staff</p>	<p>EYFS Leader Admin</p>	<p>Provision set in place ready for when the children start school</p> <p>Teaching staff have a clear picture of lesson delivery at the start of each term and can adjust teaching pedagogy.</p> <p>Delivery of Starter packs to all new starters in Summer term.</p>

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
	<ul style="list-style-type: none"> Staggered introduction days at start of term. 				EYFS staff have understanding of pupil needs before new school year.
To communicate with parents and pupils, joining school from Year 1 – 6 in year transfers	<ul style="list-style-type: none"> Welcome pack provided from school office Teachers introduce themselves to new pupils through school tour evening and home learning platform prior to the pupil starting at school. 	<ul style="list-style-type: none"> Welcome pack Home Learning pack Teacher introduction Head Teacher introduction Parent Mail messaging 	Data collection sheet to parents, school tour	Office staff	Pupils and parents receive clear information on school policies, home learning Pupils and parents have access to Parent Mail/Google classroom on 1st day
Effective communication and engagement with parents.	<ul style="list-style-type: none"> Termly meetings with parents/carers. Home-School agreement issued to all parents Parent Mail Messaging utilised Parents' needs analysed by questionnaire at induction Provision in place to communicate with both parents in event of split families. Communicate between teacher and parents/pupils via email or Google Classroom to answer queries on live-lessons. Office staff responding to phone calls and emails each day – passing on messages to teachers. Daily, weekly phone calls or door step visits 	<ul style="list-style-type: none"> Parent mail messaging Website updated weekly Teaching staff have direct email address Office staff support Safeguard Officer Google Classroom 	School induction pack to parents	Admin	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p> <p>Pupils completing lessons through Google Classroom.</p>

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	<p>to support vulnerable pupils working from home.</p> <ul style="list-style-type: none"> Remote learning communicated through Google Classroom Attendance Officer coordinates contact with vulnerable pupils Parents Evening either face-to-face or virtual x 3 per year, including reports 	<ul style="list-style-type: none"> Google Translate button on website Remote learning Contact and Learning Policy. Pupil & Parent survey 			<p>Parents communicating with teachers via direct email. Parents evening attendance 100% - either phone call or virtual meetings.</p>
<p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision</p>	<ul style="list-style-type: none"> Create personalised risk assessments and access plans for individual children. Visual timetables updated weekly Adjusted PE sessions – External PE coach plans sessions according to ability. All children given opportunities to access all out of school activities Visually impaired children sit at front of room Staff training includes epi-pen, dyslexia, literacy etc. Actions, including emergency evacuation procedures, are clear and staff are capable of carrying them out Audio induction loop will be in place in classrooms where hearing impaired children learn 	<ul style="list-style-type: none"> Intervention MAT PE Lead Screening tests – Inclusive Solutions Staff meetings Equality Policy and Procedures Attendance Officer Welfare team Learning Mentor 	<p>Welfare team conduct risk assessment EHCP inline with curriculum needs Update staff training and record Produce Peeps if necessary</p>	<p>HT SLT, SENDCo and all teaching staff. Welfare team Admin</p>	<p>Evidence that appropriate considerations and reasonable adjustments have been made. Attendance in school meets target. Assessment results meet targets.</p>

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<p>Effective use of resources to increase access to the curriculum for all pupils</p>	<ul style="list-style-type: none"> • Strategic deployment of support staff/inclusion teacher • Use of Interactive ICT as aid • Staff training needs reviewed annually • Table team work – mixed abilities working together. • Termly work sessions based on curriculum • Lesson plans developed through units of study planning managed by Subject Lead (MAT designed knowledge based curriculum) • Google Classroom delivers daily live learning sessions, with contact for every pupil. Each child must attend. TA's set activities for remote lessons with individuals needing additional support. • Staff meetings review consistent teaching levels. • Pupils given verbal positive feedback for every piece of work at point of learning and Feed Forward feedback marking when setting challenges to learning. • Intervention sessions with TA's and small working groups for those in school. • Literacy Screening and specialist support from local services 	<ul style="list-style-type: none"> • Staff training • Visual Timetables • Feedback marking scheme • Interactive whiteboards <p>Interactive Learning: Bug Club TT Rockstars Edshed Nessy (Used for children with Dyslexic tendencies) Twinkle Classroom Secrets White Rose</p> <ul style="list-style-type: none"> • Homework club • School Council • TA support • Enquiry based learning styles • Blended learning packages • Inclusive Solutions • Orthoptics Team 	<p>Map timetable intervention</p> <p>Continuous staff development reviewed with PM in place Live lessons remotely monitored by SLT</p> <p>Pupil needs regularly reviewed and external agency contacted as necessary</p>	<p>SENDCo Lead HT SLT Teachers</p>	<p>Positive impact on pupil progress Barriers to learning are removed by use of apps.</p> <p>Traffic light scoring system – improvements monitored.</p> <p>All pupils attend daily classroom lessons.</p> <p>Positive feedback, consistent teaching for virtual lessons measured.</p> <p>Compliance with Remote Learning Plan</p> <p>Learning policy complied with</p>

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Adaptation to the curriculum to meet the needs of individual pupils.	<ul style="list-style-type: none"> • Pastoral support, timetable adaptations • Individual OT programmes • Speech and language therapy programmes • Training for staff • Classroom walls uncluttered and carefully selected colours responding to ADHD needs • Various text fonts used as appropriate in conjunction with overlays on wall displays • Statutory testing adaptations include: Braille, enlarged text, allowing extra time for slow reader. • Memory activities promoting retrieval of information. 	<ul style="list-style-type: none"> • Occupational therapy • Intervention room • Safeguarding team • Inclusive Solutions • Talking tins and Scaffold talking • Quality First teaching techniques. 	Pupil needs regularly reviewed and resources deployed	SENDCo Lead HT SLT Teachers	Needs of learners met enabling positive outcomes. Pupils meet the criteria of learning expected by the MAT.
Appropriate use of specialised equipment to benefit individual pupils and staff	<ul style="list-style-type: none"> • iPads/Laptops available to support children with difficulty recording their work. • Coloured overlays for pupils with visual difficulty (Reading rulers) • Specially shaped pencils and pens for pupils with grip difficulty. • Use of wedge/wobble cushions • Use of writing slopes for children with fatigue problems or physical disability 	<ul style="list-style-type: none"> • Technology as described • Reconditioned laptops 	Pupil needs regularly reviewed and resources deployed	SENDCo Lead HT SLT Teachers	Increased access to the Curriculum. Needs of all learners met
Access into school and reception to be fully compliant	<ul style="list-style-type: none"> • Designated disabled parking available in the car park – signs in place. • Wide opening doors in to the school and from lobby area to reception. Double doors 	On-going Maintenance of building. Surfaces gritted in cold weather. Cost of	Estate Manager review of site	SLT, Site Manager, Governors	Evidence that appropriate consideration has been made wherever

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for visually impaired people, hearing impaired, and those in wheelchairs.	<p>into main hall.</p> <ul style="list-style-type: none"> Hearing loop in school office. Digital signing in pad – variable height Reception staff are aware of carer/parents who need assistance to enter the building. External pathways cleared of vegetation and moss. Internal corridors checked daily 	signage. Cost of equipment.	regularly Continuous checks/revi ew by site manager weekly and monthly		physical school improvements are carried out. All staff, pupils and visitors can exit safely and visitors can enter the building as required.
Ensure that reasonable adjustments are made for pupils with a disability, medical	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 capable of carrying them out.	<ul style="list-style-type: none"> Attendance Officer Safeguarding team x 4 Welfare Team Learning Mentor 	Risk assessments for specific pupils written and reviewed regularly	SENDco	As full as possible inclusion for all pupils. safe evacuation in an emergency.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Create and offer information in alternative formats i.e. website newsletter, printed newsletter, Google classroom, Parent Mail messaging, verbal information to parents via teachers and office staff. Access arrangements are considered and put into place for statutory testing Provide translated documents where appropriate 	Contact details kept up to date. Translation time.	Review parental communication regularly to ensure fit for purpose	HT SLT, teachers, admin team and SENDCo	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for	<ul style="list-style-type: none"> Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible Seek and act on advice from sensory support 	Newsletters Sensory support	Review parental communication needs	Admin	Evidence that appropriate considerations and reasonable

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
<p>parents with a disability, medical condition or other access needs so as they can fully support their child's education</p>	<p>advisor on individual parent requirements</p> <ul style="list-style-type: none"> Adjustments made to newsletters i.e. Ensure large, clear font used in documentation 		<p>regularly</p>		<p>adjustments have been made, so that parents can fully support their children in their education.</p>