



Ellwood Community Primary School

**Accessibility Policy and Plan
2019-2021**

The Equality Act 2010 requires Ellwood Primary School and the Governing body to ensure all staff, pupils and parents are protected from unfair treatment. The Governing Body has key duties towards disabled pupils:

- 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 education for disabled pupils.

The Purpose of this Plan

This plan shows how Ellwood Primary School intends, over time, to increase the accessibility of our school for disabled pupils and adults in terms of access to the school site and for pupils in terms of access to education.

We have 3 main aims:

1. To identify and enable disabled pupils to access the school curriculum (this includes teaching and learning and the wider curriculum of the school such as: participation in after-school clubs, leisure and cultural activities or school visits and to ensure they make the best possible progress.
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils and their families (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Definition of disability

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

We aim to:

- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school

Contextual Information

Elwood Primary School is mainly, the ground floor on one level, with the staff room on the upper floor. All areas of the school buildings are accessible by wheelchair users, apart from the staffroom on the upper floor.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exceptions would occur, if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction, to ensure the safety of others and if it was not safe for the pupil to attend, due to trained staff shortages, which would mean a pupil was not able to be kept safe. This however is a rare occurrence.

Current Range of known disabilities

The school has children with a range of disabilities, which include: Cerebral Palsy, Medical conditions such as: diabetes, allergies and mild hearing impairment.

Monitoring the success of the plan:

Governors will be required to discuss the impact of the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires; responses from stakeholders e.g. parents, pupils and staff.
- Improved levels of confidence in staff, in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities, as their needs are being more effectively addressed through the application of strategies, support and procedures.
- Increased levels of progress achievement for pupils with disabilities.

- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

Headteacher: D.Milford

Date: June 2019

Review: June 2021

Action Plan 2019-2020**Appendix 1**

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase the confidence of all staff, particularly new staff in differentiating the curriculum for the needs of children with SEND and physical needs	CPD for SENco, HT and FSW to ensure they are able to support teachers and staff with meeting the needs of the pupils and co-ordinating provision and support SEND training for NQT Staff training for teachers/TA on mental health and attachment In school training support for My Plan/Provision map writing	Ongoing	DM MC LA	Staff to develop knowledge of the needs of their pupils within their class and provide support and intervention where needed. SEND pupils to make good progress.
To ensure all pupils can participate in PE lessons, school trips and activities, regardless of their disabilities.	Training when available - SEND, PE (advisory teaching service) My Plan + and risk assessments TA support for pupils with medical needs Diabetic nurse training	Sports Day ATS visits	DM MC CP	Staff to feel confident in teaching PE to pupils with Physical needs and disabilities. Staff confident to manage medical needs of pupils, particularly when out of school for trips/activities.
To continue to maintain close relationships and liaison with parents, with regards to children's needs.	To ensure collaboration and sharing information between school and families. Medical forms to be updated Health care plans to be updated My Plan and Shared conversations to be regularly available x3 a year.	Ongoing this year	DM/Class Teachers/Parents	Clear collaborative working - staff aware of the pupils needs and how to respond to them
SEND pupils to make good progress	Class teacher/SENco/HT to have termly pupil progress meetings Class teachers to evaluate provision for their pupils Governors to review progress in standards meeting SEND interventions monitored Referrals to other professionals if needed	Dec April July	DM/Class Teachers LA/NM	SEND making good progress and interventions are having a positive impact
Ensure any new school site developments take DDA issues in to account	Liaise with architects /LA with regards to new builds	Ongoing	DM	Building is accessible for all
Celebrate achievements of people with disabilities and support local charities	Sponsored events Singing Hospice	Ongoing	DM NM CP	Support local charities

	Food bank			
To ensure car park, roads, paths around school are as safe as possible.	<p>Communication with parents via safety/messages/letters/signs/walk to school week</p> <p>Cycling training for pupils</p> <p>Maintenance of brambles and weeds</p> <p>Clear signage</p> <p>Salt when needed.</p> <p>Hedges cut back</p> <p>Gov H and S visits</p> <p>3 yr H and S audit</p> <p>PCSO visits</p>	Ongoing	DM CP TW	<p>Car park paths clear of weeds/hazards</p> <p>Signage suitable</p>
Ensure all disabled pupils can be safely evacuated	Ensure PEEPs in place for children with physical needs	Ongoing	DM Class teachers CP LA	PEEPs in place for children with physical/medical needs
Evacuation and emergency plan in place for all pupils	Update plans in line with county guidance	Ongoing	DM	All made know to staff
Lock down procedures practised to ensure all children are able to access/exit the building/room safely	Practise procedures	Ongoing	DM/Staff	<p>All procedures known to staff</p> <p>Lockdown successful</p>

