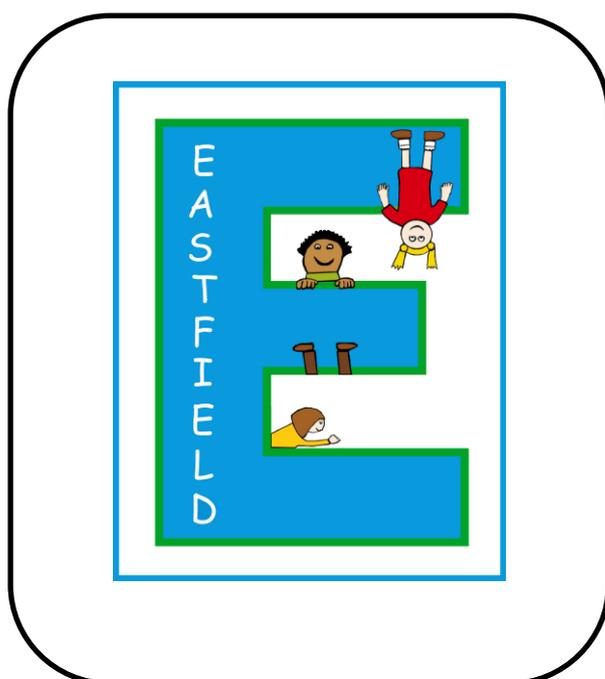


Eastfield Primary School



Accessibility Plan

November 2021

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Statement of intent

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. 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.

This plan outlines the proposals of the governing body of Eastfield Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

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

Signed by

Headteacher

Date:

Chair of Governors

Date:

Next review date: November 2023

Planning Duty 1

The Governing Body should ensure pupils with disabilities can access the curriculum on an equal basis with their peers.

	Focus	What	Who	When	Outcome criteria	Review
Short term	Prepare for the needs of new pupils to access the curriculum	Identify pupils who may need adaptations to access the curriculum Liaise with pre-school providers & other schools to prepare Liaise with outside agencies	SENCo Early Phase leader Teaching staff	Summer & Autumn terms 2021	Adjustments are put in place so that the curriculum content is accessible to all pupils Care plans in place	Spring 2022
Medium term	Barriers to accessing the curriculum identified Autistic spectrum condition (ASC)	Outreach to deliver whole school training on supporting children with ASC	Outreach Teaching staff	Autumn 2021	Staff become more confident and skilled at supporting children with ASC access learning.	Spring & Summer 2022
Long term	Autistic spectrum condition (ASC) – whole school approach	Autism Leaders Award – 2 members of staff to study for the award with Outreach	Teacher RB & KE supported by SENCo	Academic year 2021-22	A whole school approach is developed for identifying and supporting children with ASC	Summer 2022 & beyond

Planning Duty 2

The Governing Body should ensure pupils with disabilities can access the physical environment on an equal basis with their peers.

	Focus	What	Who	When	Outcome	Review
Short term	Prepare for the needs of new pupils to access the physical environment	Identify pupils who may need adapted or additional provision Liaise with pre-school providers & other schools to prepare for the intake of new children	SENCo Early phase leader Family Liaison and Safeguarding Officer	Summer & Autumn terms 2021	Adjustments in place Risk assessments in place Care plans in place	Spring 2022
Medium term	Environmental check list Health and Safety Audit	Class environmental check lists and the annual health and safety audit inform a review of the Accessibility Plan	Business manager Head teacher Assistant Head teacher	Autumn 2021	School is aware of accessibility gaps to its physical environment and has a plan to address them	Spring & Summer 2022
Long term	Review and develop the school's physical environment to support children with SEN and disabilities	Planning for long term provision	Head teacher SENCo Business Manager	20 21 -2023	The school environment supports a diversity of need.	Summer 2023

Planning Duty 3

The Governing Body should ensure pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should be identified to address specific gaps and improve access.

	Focus	What	Who	When	Outcome criteria	Review
Short term	Prepare for the needs of new pupils to access information	Identify pupils who may need adapted or additional provision Liaise with pre-school providers & other schools Liaise with outside agencies	SENCo Early phase leader Family Liaison and Safeguarding Officer	Summer & Autumn 2021	Children with additional needs can access the learning	Spring and Summer 2022
Medium term	Pupils with speech and language needs	Visual timetables Simplify language used HLTA deliver CPD for staff SLA with NHS SALT Language screening	Speech and language HLTA SENCo Teaching staff	Autumn 2021 – Summer 2022	Speech and language needs identified & supported Children with speech and language needs make expected progress	Summer 2022
Long term	Early Help Access Arrangements	Families supported through Early Help Access arrangements in place Information provided in alternative formats	HLTAs Teaching staff Office staff	2021-2023	Appropriate considerations and reasonable adjustments have been made	Summer 2023

