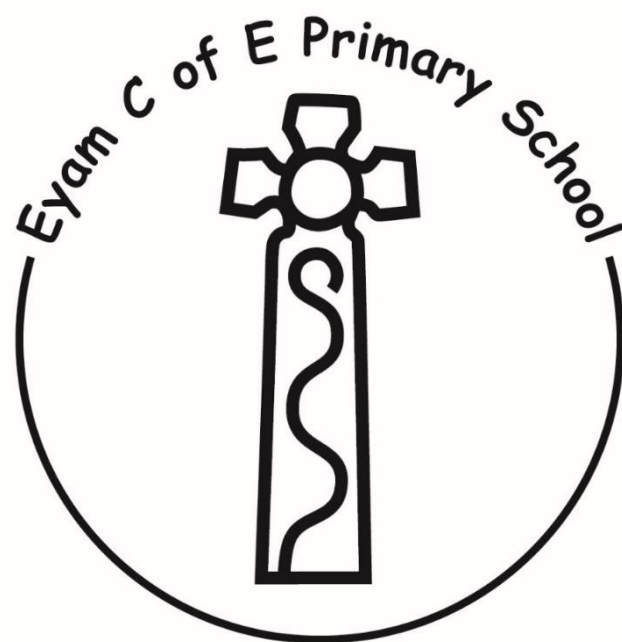


# Eyam C of E Primary School

## Accessibility Policy and Plan



Agreed: February 2020

Revised September 2022

Review 2024

*Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.*

Signed by : Claire Walsh on behalf of the Governing Body      Date: Jan 23



## **Eyam C of E Primary School**

### **Accessibility Policy and Plan for Eyam School 2022 – 2024**

#### [Vision for Eyam School](#)

Eyam School vision is to be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

[Our core values are: respect, resilience and responsibility](#)

#### [Aims](#)

Eyam CE Primary School aims to model a fully inclusive approach to school life. We intend to treat all stakeholders, including pupils, prospective pupils, staff, governors, visitors to school and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with all pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage. We want all pupils to enjoy learning, participate fully in school life, make good progress and to achieve the best they can.

Eyam CE Primary School strives to serve as a role model for an entirely inclusive approach to school life. We intend to treat everyone favourably, including students, prospective students, staff, governors, visitors to the school, and other members of the school community, and we take reasonable measures to prevent anyone from being materially disadvantaged whenever possible. In order to eliminate or reduce any potential obstacles to learning that might put any student at a disadvantage, the school aims to work closely with all students, their families, and any pertinent outside agencies. We want all students to enjoy learning, take full advantage of school opportunities, make steady progress, and achieve their highest potential.

The school is active in promoting positive attitudes to people with disabilities and in planning to increase access to education. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

#### [A note on language.](#)

We interchangeably use the terms "people first" and "identity first" throughout this document. We are aware that, while for some people, identifying with their disability is highly crucial to how they live their lives, and for others it may not be as significant. We acknowledge that language does influence how we perceive each other society. At Eyam School, we would consider the preferences of the individual and/or their family/caregivers and would like comments on this.

## The purpose of the Plan

This plan outlines the steps Eyam Primary School will take to make our school more accessible to those with disabilities over time. A plan for accessibility in schools is required by the Equality Act of 2010. The Disability Discrimination Act was repealed in favour of the Equality Act 2010, which also replaced all previous equality laws. It is now illegal for schools to discriminate against students based on their sexual orientation, race, disability, religion, or other beliefs.

The Department for Education's advice on statutory policies for schools lists the accessibility plan as a statutory document. The Governing Body must examine it every three years and approve it. The review procedure may be assigned to the Head, a member of the Governing Body, or a committee. In accordance with Part 4 of the DDA, the Governing Body has had three major obligations to individuals with disabilities since September 2002:

- Not to treat anyone less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

## Definition of Disability

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

## What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Policy, both of which can be accessed via our website.

2. Eyam Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. The School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils irrespective of disability are prepared for life.. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and

cultural activities or school 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.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. This also includes optimising the classroom environment.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include 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. Model the use of inclusive language in school.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010. Priorities are identified through consultation with all stakeholders.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: Behaviour Policy; Equality and Diversity Policy; Health & Safety Policy; SEND Policy; School Improvement Plan.

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

**Should a child or adult arrive in school with more specific needs the Governors and staff would re assess the situation and make new recommendations. Currently our priorities are:**

#### Short term

- Enquire at the Surgery to see if we can use their parking bay for one off disabled use
- Continue the review the previous audit of SEN resources
- Improve the demarcation of all steps – again as worn off
- Ensure all pupils who have challenges when learning spellings are given opportunities to explore using coloured overlays for reading and appropriate overlays/paper is then used for both reading and writing
- review the teaching of phonics and the communications with all parents
- review the use of coloured paper for children who find this easier to read

## Medium Term

- To review accessibility through classrooms by using wall space rather than floor space for storage.
- improve access to accessible information about school through the website
- as and when pupils needs change make adaptations such as hearing loops or sign language
- In order to improve screen reading accuracy and ensure that all media is available to all users, Eyam School should develop the usage of SCULPT principles in the creation of accessible resources for all publications. \* See footnote

## Long Term

- To investigate cost of water sensors in the toilets
- Review signage at main door
- Consider the access to the main school for wheelchair use

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### \* Footnote

Our website complies with the Web Accessibility Content Guidelines (WCAG), but we also strive to ensure that any materials provided from the school are accessible as part of our commitment to achieving the Equality Objectives. We base this approach on the acronym SCULPT.

(<https://gcs.civilservice.gov.uk/external-resources/sculpt-for-accessibility/>)

- **Structure** (use heading styles)
- **Colour and contrast**
- **Use of images**
- **Links** (hyperlinks)
- **Plain English**
- **Table structure**

# EYAM PRIMARY SCHOOL 2022-2024

## IMPROVING ACCESS TO THE CURRICULUM

\* When necessary, training will be given to improve access to all areas of school life. Advice will be sought from specialist teachers.

Timescale	Target/Action	Lead and Key personnel	Resources and costing	Success criteria	Monitor and review	Evaluation
ongoing	To think ahead and plan effectively for inclusion. To proactively plan for any inclusion and access needs /awareness raising for pupils and their families,/carer's. Review annually as part of the Health and Safety review in the Spring term	All staff SENDCo	Prior considerations	Pupils can always take part in all activities and all pupils have an understanding of each other's needs. Staff confidence and responsiveness to needs.	A positive approach by the pupils to individual needs. Review as part of the individual cycle of review of IEPs Part of Govs monitoring through H&S and SEN review	Staff feel confident about inclusion and parents/ pupils give positive feedback. Staff evaluate of events/trips as part of review cycle – record this in meeting minutes Pupil feedback Parental review post events (inc PTFA)
Short term ongoing	To ensure all children can access school visits/in house events – discuss with parents/guardians and venues	Teachers planning trip	Cost of transport and assistance e.g Teaching Assistant	All children can participate in school journeys Individual RA/HCP are up to date each Autumn	Venues and in house events are accessible to all pupils	Evolve completed for all trips (DCC Risk Assessment documents) Pupils able to fully participate
Ongoing	Ensure pupil progress reviews are carried out twice a year and consider all manner of pupil needs and how we can address these	All staff	TA and T and HT time	Use of resources and staff time is reviewed and altered regularly	Through review and stakeholder discussion including pupils and parents.	All Pupils make progress
Short term / Ongoing	Ensure all pupils who have challenges when learning spellings are given a chance to explore using coloured overlays for reading and appropriate overlays / paper is then used for both reading and writing Ensure parents are aware of reasons why these might help	Staff / SENCO	Continue to use Nessy assessments for individual pupils £10 each and the annual charge per pupil	All children who have been identified regularly use overlays	IEP reviews show increased confidence	Pupils with support feel more confident about their spelling, reading and writing.
Short term	Audit and maintain an index of all SEN resources including Apps	TAs		Resources available and up to date index	New ideas shared with staff	Staff aware of resources and regular discussion about suitability – best practice established.

Medium term	SENCO to attend national training for SENCOs	SENCO	£1800 19-20 Done	Improved knowledge and understanding of need	All staff more aware of need and of best practice for both inclusion and equitable access.	Complete – will feed into future action on inclusive schooling
Medium term after training completed	Establish and review best practice through working with other SENDCOs		Liaise with the Diocese / cluster/links with LMS		Reflected in Gov minutes / staff meeting discussions and physical alteration made over time	Staff, pupils, families, carer's can describe the actions taken to promote inclusion in all aspects of school life. (Cultural capital in curriculum, other records/index of resources employed)
Short term	Build a small group room for 1:1 small group support and sensory area	SENDCO Architect Govs	C 60 including fees – huge community fundraising project	Space for extra support and quiet learning – school accessible for a wider range of pupils	Feedback from staff and pupils and intake	

### IMPROVING THE PHYSICAL ENVIRONMENT

Timescale	Target/Action	Lead and Key personnel	Resources and costing	Success criteria	Monitor and review	Evaluation
Short term Summer 20	Improve awareness of steps with use of paint/tape to improve colour intensity and contrast	BL Governor for H & S	Approximately £30 for specialist paint	Level access provided/awareness increases	Monitor improved access, monitor any slips trips falls that might be related to	
Short term by end of yr Summer 20	Audit 2 Provide parking for people with disabilities through collaboration with the next-door Drs surgery?	Head Teacher KM	none	Badge holders able to park – website carries that information and in starter pack	Track use by visitors	
Medium term	Improve angle of ramp for wheelchair use	SENDCO Govs Disability team	Investigating costs Spring 2020 pending use for Sept 20	Easy access to upper site and field	Pupil and parental use / feedback	
Short term	Make the disabled toilet more accessible to all – move the coat hooks in Owls cloakroom area and consider double height storage. Inform pupils	Head Govs staff school council	Not sure	Wheel chair access is easier to both Owl Class and the cloak room areas	Pupil feedback	



	that they can't bring a bag to school in Owls class? Look at storage in Sq class					
--	--	--	--	--	--	--

### IMPROVING THE DELIVERY OF WRITTEN INFORMATION

<b>Timescale</b>	<b>Target/Action</b>	<b>Lead and Key personnel</b>	<b>Resources and costing</b>	<b>Success criteria</b>	<b>Monitor and review</b>	<b>Evaluation</b>
Medium term	All materials available to the public are in an accessible format, based on SCUPLT principles	All staff and Governors	time	Materials are accessible, there is no need to ask for materials in different formats	Materials can be randomly audited against SCUPLT monitoring to meet accessibility standards	Feedback remains positive about the website and other public-facing materials
Medium term - end 2020	Develop information on the website for all parents – translations where needed to include disabled access, facilities for parents	HT / JWS / Govs resp for communications	time	Feedback is positive for new intake Autumn 2020	Questionnaire feedback	Results indicate ongoing/increased satisfaction with information sharing regarding inclusion at the school
Long term	Audit 5 Review signage at main door to include clearer instructions / brail?	Govs / SENCO	£300	Easier access	Visitors use the bell system more effectively	
Medium term – once working ok end of 2020	Communicate disabled parking access information on school website	KM / Govs	None – time	Info clearly available	Parents who visit	

