

## Emmer Green Primary School

### Accessibility Plan 2020 - 2023

At Emmer Green Primary School, we are aware that we have a duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the pupils, parents and governors of the school and covers the period from October 2020 - September 2023.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- Improve 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.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are pupils without disabilities. This covers 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 aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

#### Improving awareness of Equality and Inclusion

Target	Actions	Responsibility	Review
To make the Accessibility Plan and Equality Scheme an annual agenda item at Governors meetings.	<ul style="list-style-type: none"><li>• Clerk to Governors to add to list of required publication details.</li></ul>	Clerk to Governors	
To provide training for staff and governors to raise awareness of equality and disability issues.	<ul style="list-style-type: none"><li>• Discuss perception of issues with staff/ governors to determine the current status of school.</li><li>• Provide training for governors, staff, pupils and parents.</li></ul>	Head teacher Head teacher	

Target	Actions	Responsibility	Review
To review relevant policies for evidence of how staff provide access in all areas to pupils.	<ul style="list-style-type: none"> <li>Review policies with staff and governors.</li> <li>Ensure all staff read any amended policies.</li> </ul>	Head teacher Head teacher	
To ensure the school develops children's awareness of disability.	<ul style="list-style-type: none"> <li>PSHE curriculum to be reviewed regularly to ensure awareness of disability.</li> <li>Review other areas of the curriculum, e.g. P.E.</li> <li>Ensure creative aspects of the curriculum (e.g. Creative Arts Week) consider the impact of a disability.</li> </ul>	PSHE co-ordinator  P.E. co-ordinator All staff	

#### Improving access to the physical environment

Target	Actions	Responsibility	Review
To provide appropriate access to all users.	<ul style="list-style-type: none"> <li>Seek information on the needs of users and pupils.</li> <li>Governors Premises Committee to check accessibility as part of regular premises reviews.</li> <li>Ensure designated disabled parking area continues to be clearly marked.</li> </ul>	All staff Governors  Caretaker	
To improve signage.	<ul style="list-style-type: none"> <li>Put up clear signs in the entrance and other areas - in different formats.</li> <li>Ensure that all disabled pupils understand fire notices.</li> </ul>	Caretaker and administrative staff All staff	

#### Improving access to the curriculum

Target	Actions	Responsibility	Review
To continue training for teachers and support staff on different aspects of SEND (Special Educational Needs and Disabilities) including differentiation and scaffolding when required.	<ul style="list-style-type: none"> <li>Review the needs of children with specific issues and provide all relevant training.</li> <li>Ensure that staff are able to identify and adequately support children with disabilities such as dyslexia, ADHD, epilepsy, etc.</li> <li>Ensure TAs have access to specific training for disability issues.</li> <li>Ensure that all staff can differentiate the curriculum and are aware of SEN resources.</li> </ul>	Inclusion Leaders  Inclusion Leaders  Head teacher Inclusion Leaders/ all staff	
To ensure all pupils have full access to trips and extra-curricular activities.	<ul style="list-style-type: none"> <li>Risk assessment prior to trips.</li> <li>Plan trips and activities with parents to ensure access, where appropriate.</li> <li>Provide support for pupils to ensure they can access out of hours activities.</li> </ul>	Team Leaders All staff  Club organiser	

Target	Actions	Responsibility	Review
To ensure equipment is used optimally and safely to promote the participation and independence of all pupils.	<ul style="list-style-type: none"> <li>Request additional equipment training from physio/ OT where relevant.</li> <li>Regularly check equipment for suitability and damage.</li> </ul>	<p>Inclusion Leaders</p> <p>All staff</p>	
To ensure access arrangements to meet individuals' needs (when taking tests, etc.) are applied for and support provided when required.	<ul style="list-style-type: none"> <li>Y6 staff will ensure appropriate testing is carried out and applications made in order to proceed with access arrangements for KS2 SATs.</li> <li>Y3-5 staff will ensure access arrangements are considered and appropriate support put in place in order for all pupils to access assessments.</li> </ul>	<p>Y6 staff</p> <p>Y3-5 staff</p>	

#### Improving the delivery of written information

Target	Actions	Responsibility	Review
To review information to parents/ carers to ensure it is accessible.	<ul style="list-style-type: none"> <li>Ask parents/ carers about access needs when a child is admitted to the school.</li> <li>Ask parents/ carers and children about access to information in review meetings.</li> <li>Information regarding SEN and disabilities is available on the school website.</li> <li>Make available school brochures, school newsletters and other information for parents/ carers in alternative formats (e.g. large font/ electronic versions via email or website).</li> </ul>	<p>All staff</p> <p>Inclusion Leaders</p> <p>ICT/ Website co-ordinator</p> <p>Administrative staff</p>	
To increase support for parents of children with a disability.	<ul style="list-style-type: none"> <li>Ensure that the school prospectus explicitly welcomes children with disabilities.</li> <li>Encourage parents of children with a disability to support their children's education.</li> <li>Ensure all parents of children with SEN or a disability are aware of the parent support network and know how to access it.</li> </ul>	<p>Head teacher</p> <p>All staff</p> <p>Inclusion Leaders</p>	