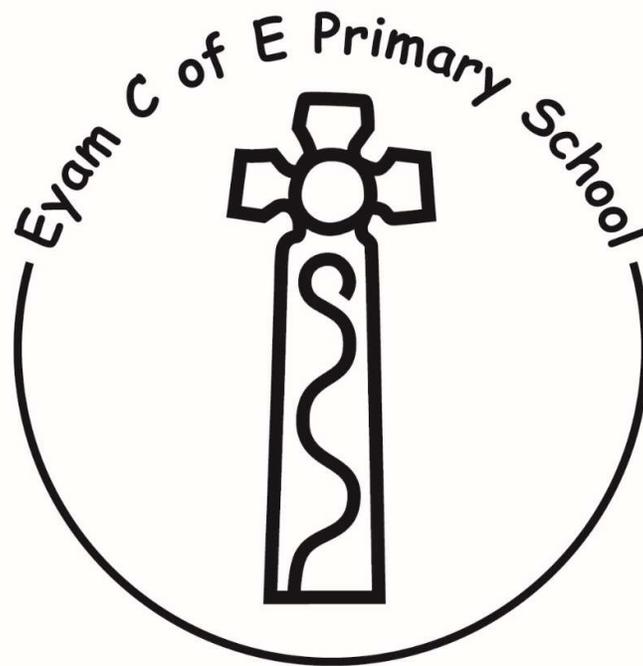


Eyam C of E Primary School

Accessibility Policy and Plan



Agreed: February 2017

Review Date: February 2020

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.

Eyam C of E Primary School

Accessibility Policy and Plan for Eyam School 2017 - 2020

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 treat all stakeholders, including pupils, prospective pupils, staff, governors 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 disabled 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, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. 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.

The purpose of the Plan

The purpose of this plan is to show how Eyam Primary School intends, over time, to increase the accessibility of our school for disabled pupils. 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 means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. It must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils 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 he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her 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 SEN 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 pupils with a disability are as prepared for life as are the able-bodied pupils. 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 - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- 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.

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
- To ensure all children can access school trips/events - ensure current Health and Safety and Risk assessment procedures are reviewed with all staff - linking to safeguarding

- To review the previous audit of SEN equipment
- Improve the demarcation of all steps
- Ensure all pupils who have problems 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

Medium Term

- To review accessibility through classrooms by using wall space rather than floor space for storage.
- improve access to information about school through the website

Long Term

- To investigate cost of water sensors in the toilets
- Review signage at main door

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.

EYAM PRIMARY SCHOOL 2017-2020
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
Short term Spring 17	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	Venues and in house events are accessible to all pupils	
Short term / Ongoing	Ensure all pupils who have problems 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	Staff / SENCO	£100 for overlays sheets and replacement over time	All children who have been identified regularly use overlays	IEP reviews show increased confidence	
Short term Summer 17	Audit and produce an index of all SEN resources including Apps	TAs	Dyslexia App £10	Resources available and up to date index	New ideas shared with staff	
Medium term 17-18	SENCO to attend national training for SENCOs	SENCO	?	Improved knowledge and understanding of need	All staff more aware of need	

IMPROVING THE PHYSICAL ENVIRONMENT

Timescale	Target/Action	Lead and Key personnel	Resources and costing	Success criteria	Monitor and review	Evaluation
Short term Summer 17 when dry	Audit 4 Improve awareness of steps with use of paint/tape	BL Governor for H & S	Approximately £30 for specialist paint	Level access provided/awareness increases	Monitor improved access	
Short term by end of yr Summer 17	Audit 2 Provide parking for people with disabilities through collaboration with Dr	Head Teacher KM	none	Badge holders able to park - website carries that information and in starter pack	Track use by visitors	
Medium Term Summer 18	Audit 5 Clearer entrance signage	HT / SK / Govs	?	Visitors see more easily how to enter school	Signs up	

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Timescale	Target/Action	Lead and Key personnel	Resources and costing	Success criteria	Monitor and review	Evaluation
Medium term - end 2017	Develop information on the website for all parents - translations where needed to include disabled access, Spanish teacher, facilities for parents	HT / JWS / Govs resp for communications	time	Feedback is positive for new intake Autumn 2017	Questionnaire feedback	

Long term - 2018	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 2017	Communicate disabled parking access information on school website	KM / Govs	None - time	Info clearly available	Parents who visit	