

ELVEDEN CHURCH OF ENGLAND PRIMARY ACADEMY ACCESSIBILITY PLAN 2023-24

1. Introduction

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

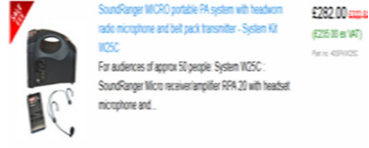
It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school, recognising that the premises is an old building with small classrooms and limited space out of classrooms.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
To provide designated sensory room for those that need this support. This room can be also used for ELSA/Wellbeing sessions too.	As part of the new build (phase 2) and because the opportunity has arisen to acquire the houses next to the school, a new sensory/ELSA room to allow children the break out space they need or for emotional literacy sessions.	Quotes by January 2024 as part of grant funding	Cost to be determined following assessment	LR/ZM/TM Premises cttee	
To provide designated sensory garden for all children to access as part of their continuous provisions/outdoor learning curriculum. This sensory garden would also become a great area for chn with SEND to also use during play/lunch times.	As part of our wellbeing garden and now that the build (phase 1) is complete, the area can be used again. This will now become a sensory garden, with a water feature pond, sensory flower beds, sensory pathways and vegetable patches.	Quotes by January 2024 (fundraising)	Cost to be determined following assessment	LR/ZM/TM Premises cttee	
Access to Curriculum (Learning and Social)					
To ensure all Pupils have access to an inclusive P.E Curriculum/equipment	As part of our PE curriculum, chn need a new, challenging gymnastic equipment to use as part of their complete P.E/ gym lessons. With phase 2 of build developing, the hall may have to be reconfigured or be used for other things, so this will need to be taken into account when looking at sizing of equipment.	July 2024	Cost to be determined following assessment	ZM (P.E)	
To ensure children have access to the best learning opportunities as possible.	To research the cost of acoustic panels for the hall initially, followed by Fox and Badger classrooms.	July 2024	To be determined.	LR/ZM/TM	

 <p>A portable soundfield system for main areas of learning throughout the school.</p>	<p>Explore costs of purchasing another sound system, so that children with hearing impairment can still access learning wherever they are in the school. Identify children who may experience glue ear or some hearing loss Evaluate impact</p>	<p>Jan 2024</p>	<p>Cost of sound field system £320 approx for portable unit</p>	<p>ZM(SENCO)</p>	
<p>SEND/ Sensory-processing difficulties and wearing school uniform.</p>	<p>School to recommend to parents with pupils with SEND/Sensory difficulties that ASDA do an Adaptive school uniform for pupils with SEND.</p>	<p>Sept 2023 & July (new intake) 2024</p>	<p>Cost to purchase an example uniform for SEND. Approx. £50</p>	<p>ZM (SENCO)</p>	
<p>Access to Training/ Information</p>					
<p>Annual audit of whole staff expertise and training needs</p>	<p>Ask staff to complete audit every year and analyse outcomes</p>	<p>Every autumn term</p>	<p>Staff CPD</p>	<p>LR/ZM</p>	
<p>Training in place in response to identified needs.</p>	<p>Organise the training Liaise with SEN HUB/SES/SENDIASS/EP</p>	<p>ongoing</p>	<p>None- HUB Or Buy-In from other agencies</p>	<p>ZM (SENCO)</p>	
<p>Use of Lexplore resources/Intervention to support Reading skills in KS2</p>	<p>Purchase of lexplore to screen children and identify barriers to learning (Dyslexia). This is a yearly assessment tool used from Y3 and interventions continue for those who need more support. Those children with reading concerns that are not achieved through Quality First Teaching/Interventions will be signposted to outside agencies for SPLD, such as Dyslexia.</p>	<p>July 2024 to see impact Termly impact tracked too.</p>	<p>Cost of programme</p>	<p>ZM (SENCO)/ HH</p>	
<p>Use of Wellcomm resources/ interventions to support Speech & Language from EYFS to Y6.</p>	<p>Purchase of Wellcomm to screen children's speech & language skills across the school. Initially this was just to target EYFS, but cohorts within other</p>	<p>July 2024 to see impact Termly impact</p>	<p>Cost of programme</p>	<p>ZM (SENCO)/LG</p>	

	year groups need focused intervention to improve Speech & Language further up the school.	tracked too.			
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