

ELVEDEN CHURCH OF ENGLAND PRIMARY ACADEMY ACCESSIBILITY PLAN 2022-23

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), an area/room will become the new designated sensory room to allow children the break out space they need. | Quotes by January 2024 as part of grant funding | Cost to be determined following assessment | LR/ZM/TM Premises cttee | Children will have the sensory support they need to be able to participate in school curriculum. |
| 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 is complete and the area can be used again, this are can now become a sensory garden. | Quotes by April 2023 (fundraising) | Cost to be determined following assessment | LR/ZM/TM Premises cttee | Children will have the sensory garden they need to be able to participate in school curriculum. |
| To provide 'emotion stations' on the playground for chn to be able to go to if they need to self-regulate. | As part of our ZOR provision, chn need access to 'emotion stations' on the playground. This will be in the form of playground markings/images/areas marked out with the ZOR characters/colors. | Quotes by January 2024 | Cost to be determined following assessment | LR/ ZM/TM Premises cttee | Decreased anxiety for children and ability to self-regulate emotions at break/play times. |
| Access to Curriculum (Learning and Social) | | | | | |
| To ensure Pupils with Physical disabilities have access to an inclusive P.E Curriculum | Work with all staff, including new colleagues to implement ideas from Complete P.E of inclusive practice and wheelchair P.E activities if needed. | Sept 2023 | Staff meetings/CPD. | ZM (P.E) | Fully inclusive and accessible P.E opportunities for all pupils. |
| 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. | Sept 2023 | Cost to be determined following assessment | ZM (P.E) | Fully inclusive and accessible P.E opportunities for all pupils. |

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| 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. | Sept 2023 | To be determined. | LR/ZM/TM | For children to be able to use hall space as a teaching and learning space without interference from acoustics. |
|  <p>A portable soundfield system in place as required.</p> | <p>Explore costs of purchasing a sound system.</p> <p>Identify children who may experience glue ear or some hearing loss</p> <p>Evaluate impact</p> | Sept 2023 | Cost of sound field system £320 approx for portable unit | ZM(SENCO) | <p>Increased curriculum access for children with glue ear/ mild hearing impairment.</p> <p>Cost of portable unit discussed. Evaluation of areas of need to be completed by July 2023</p> |
| SEND/ Sensory-processing difficulties and wearing school uniform. | School to recommend to parents with pupils with SEND/Sensory difficulties that ASDA do an Adaptive school uniform for pupils with SEND. | Sept 2023 | Cost to purchase an example uniform for SEND. Approx. £50 | ZM (SENCO) | Children feel comfortable to participate fully in school life. |
| Access to Training/ Information | | | | | |
| Annual audit of whole staff expertise and training needs | Ask staff to complete audit every year and analyse outcomes | Every autumn term | Staff CPD | LR/ZM | School aware of staff expertise and needs and training planned over the coming year. |
| Training in place in response to identified needs. | Organise the training Liaise with SEN HUB/SES/SENDIASS/EP | ongoing | None- HUB Or Buy-In from other agencies | ZM (SENCO) | Increased understanding of SEND Collation of this has been completed, needs identified and analysis of impact to be completed. July 2023 |
| Use of Lexplore resources to support children in KS2 | Purchase of lexplore to screen children and identify barriers to learning (Dyslexia) | July 2023 to see impact | Cost of programme | ZM (SENCO) | All children will be supported through screening programme and support identified and put in place. |