



Eastburn
Junior and Infant School

Accessibility Plan 2017-2020

Vision statement

At Eastburn Junior and Infant School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their 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.

From September 2002, the Disability Discrimination Act (1995) outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement for a school to have an Accessibility Plan that is resourced, implemented, reviewed and updated as necessary. Eastburn Junior and Infant School plans, over time, to increase the accessibility of provision for all stakeholders and visitors to the school. This plan will contain the relevant actions needed to:

- Improve access to the **physical environment** of the school, adding additional facilities as necessary. This section covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for all pupils, including those with a disability, expanding the curriculum as necessary to ensure that all pupils and those with a disability are as equally prepared for life as any other pupil. 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 and communication** to pupils, staff, parents/carers and visitors; including those with disabilities. Examples might include handouts, timetables, textbooks and information and the school and school events. The information should be made available in various preferred formats within a reasonable time-frame.

Attached is a clear action plan relating to how we plan to address these key aspects of accessibility. These plans will be reviewed and updated on an annual basis (or before if needs dictate). A new Accessibility Plan will be drawn up every three years.

We acknowledge that there is an ongoing need to raise awareness and provide training for staff and governors in the matter of disability discrimination and the need to keep informed attitudes on this matter.

January 2017 – this plan has undergone a significant re-write to reflect the current priorities and needs of the school.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy;
- Public Sector Equality Duty Policy;
- Health and Safety Policy;
- Inclusion Policy;
- SEND Policy;
- Positive Behaviour Policy;
- School Improvement Plan;
- School Prospectus;
- Administration of Medicines Policy.

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.

Contextual Information

At the Eastburn Junior and Infant School, the majority of the school playground is fully accessible, including for pupils in a wheelchair.

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Current Range of Disabilities

Eastburn Junior and Infant School currently has children with a limited range of disabilities, including those with Autistic Spectrum Disorder and other medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school works closely alongside all necessary professionals and agencies to provide support and guidance for both pupils and families.

A small number of pupils also suffer from conditions such as asthma and staff are aware of these children. Inhalers are kept in classrooms and a record of their use is noted. Some children have allergies, food intolerances or require cultural food choices.

We have a number of trained first-aiders who hold the relevant qualifications. All medication is kept in a centrally safe and secure place which has easy access for First Aiders and staff members when necessary.

Part A – Improving the Physical Environment

Targets	Strategies	Responsibility	Milestones	Success Criteria	Impact
To be aware of the access needs of disabled pupils, staff, governors, visitors, parents and carers.	Develop access plans for individual disabled pupils as part of the ILP or EHC process as required.	JH	Ongoing	ILPs/EHCPs in place for all disabled pupils and key staff are aware of pupil needs.	
	Maintain an up to date awareness of the access needs of all staff, pupils and stakeholders in school.	BH JW	Ongoing	All school stakeholders are confident that their needs are met at all times.	
	Review access needs of staff through the induction process.	BH JW	Ongoing	Induction process identifies access arrangement needs.	
To always ensure the school environment allows access to all pupils in all areas.	Consider the needs of all pupils, including disabled pupils or stakeholders when redesigning.	BH JW	21.07.17	All redesigned school areas are accessible to all pupils and stakeholders.	
To ensure that the school Reception area is accessible to all.	Install a hearing loop on the front desk in the Reception area.	HT RG	01.09.18	Those who are hearing impaired people are able to access school services.	
To ensure visually impaired people are aware of key health and safety indicators.	Update fire alarm system to ensure there are visual indicators of alerts.	HT RG	01.09.20	Safe evacuation of all people including those who have hearing impairment.	
	Ensure step edges are appropriate covered with yellow strip marks.	HT RG	01.09.17	Visually impaired people are safe in the school grounds.	

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To ensure all disabled pupils are able to be evacuated safely.	Update and maintain Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	JH	Ongoing	All disabled pupils and staff are safe in the event of an evacuation procedure.	
	Update and provide to Learning Support Staff so as they are aware of their evacuation responsibilities.	JH	Ongoing	All PEEP documents and relevant CPD is up to date.	
To ensure that all fire routes are safe for all.	Ensure all areas of school have appropriate wheelchair access.	HT	Ongoing	All disabled pupils and staff are safe in the event of a fire evacuation procedure.	
	Carry out site checks to review all fire safety routes in school.	BH JW	Half-termly		
To ensure there is accessible car parking for all stakeholders.	Provide a clearly marked disabled parking spaces in the school staff car park.	HT	Ongoing	All stakeholders have access to car parking facilities.	
	Ensure these areas remain clear for those who may need it.	HT	Ongoing	Disabled car parking spaces are clear marked and free for those who need them.	
To ensure school ramps are maintained on a regular basis.	Carry out regular checks of school ramps to ensure they are well maintained and accessible for all.	HT RG	01.09.17 01.09.18 01.09.19	All pupils and stakeholders are able to use school ramps to access the building.	

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Part B - Increasing Pupil Participation in the School Curriculum

Targets	Strategies	Responsibility	Milestones	Success Criteria	Impact
To ensure teachers are confident in differentiating lesson to ensure all pupils are able to access the curriculum.	Continue to provide staff CPD sessions on ensuring curriculum differentiation for all pupils.	BH JW	Ongoing	Feedback from M+E shows how lessons are effectively differentiated to meet need.	
	SENCO/Inclusion Leader to support individual staff with strategies to ensure all pupils access curriculum.	JH	Ongoing	Feedback from M+E shows how lessons are effectively differentiated to meet need.	
To ensure Learning Support Assistants have access to training on disability issues.	Provide training opportunities for LSAs to develop and share high quality practice in their role.	JH	Ongoing	All LSAs have regular access to specific training linked to their role and need.	
	Identify training need and impact of work through appraisal process.	BH	October 2017 October 2018 October 2019 October 2020	Appraisal targets reflect specific training needs for Learning Support Staff.	
To develop a system for involving LSAs in curriculum planning.	Use staff appraisal procedures to identify training needs and inform future CPD planning.	BH	October 2017 October 2018 October 2019 October 2020	Raised confidence of LSAs in strategies for differentiation and increasing pupils' participation.	
	Establish joint LSA / teacher planning opportunities.	JH	07.03.17	LSAs involved in planning process and able to support pupils better on daily basis.	
To ensure all staff have undertaken disability equality training.	Organise CPD for all staff on most up to date training needs.	BH	01.09.17	All staff are fully up to date with disability equality CPD.	
	Ensure disability equality training forms part of induction process.	BH	01.09.17	Disability equality CPD forms part of induction.	

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To make sure all educational visits to be accessible to all pupils.	Review risk assessments to identify how visits are modified to cater for the needs of all pupils and needs.	SLT	Ongoing	All pupils in school are able to access educational visits.	
	Select venues and visits based on accessibility for pupils and needs.	Staff	Ongoing	All pupils in school are able to access educational visits.	
To provide a PE and sports curriculum that is accessible to all.	Review sporting and PE events to identify how accessible they are for all pupils and different needs.	SLT	Ongoing	All pupils in school are able to access the PE curriculum and sporting events.	
	Seek disabled sports people to visit school and promote activities.	SLT	01.09.17 01.09.18 01.09.19 01.09.20	All pupils in school are able to access the PE curriculum and sporting events.	

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Part C - Improving the Delivery of Information – Communication Access

Targets	Strategies	Responsibility	Milestones	Success Criteria	Impact
To update the website to ensure information is clear and can be easily accessed on all portable devices.	Ensure website and documents via the website can be accessed by all, including the visually impaired.	BH	28.04.17	Updated website is in place that is accessible to all on all portable devices.	
To improve the delivery of written information in accessible formats.	Provide enlarged, clear print of written documents for those with a visual impairment.	Staff	28.04.17	Communication is clear and accessible for all pupils and stakeholders in school.	
To embed the practice of highly effective communication systems in school and with all stakeholders.	Continue to review and update internal/external communication systems throughout school.	JW	Ongoing	Communication is clear and accessible for all pupils and stakeholders in school.	
	Develop a Communications Plan.	JW	01.09.17	Communication is clear and accessible for all pupils and stakeholders in school.	
To ensure languages other than English are visible in school.	Review internal and external school signage to reflect the different languages of the community, including the addition of Google Translate to the school website.	BH	01.09.17	Communication is clear and accessible for all pupils and stakeholders in school.	

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