



**ETON PARK JUNIOR;
A de Ferrers Trust Academy**

Accessibility Policy and Plan

September 2017

**To be reviewed at least every three years
Review date: September 2020**

AGREED AT GOVERNOR MEETING.....

**SIGNED.....
CHAIR OF GOVERNORS**

DATE.....

Rationale

Eton Park Junior; A de Ferrers Trust Academy strives to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs and working closely with parents, the community and external agencies. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Eton Park Junior; A de Ferrers Trust Academy does not tolerate harassment of disabled people with any form of impairment. At Eton Park Junior; A de Ferrers Trust Academy, positive attitudes to disability, race, culture and ability are always encouraged. Staff are expected to model respectful attitudes to all students, parents and members of the community.

Purpose of the Plan

The purpose of this plan is to show how, overtime, Eton Park Junior; A de Ferrers Trust Academy intends to improve the facilities and access of our school for disabled students, staff, parents/carers and visitors.

Legal Background

The Equality Act 2010 (the Act) supersedes all previous disability discrimination legislation. It refers to 'protected characteristics' of which disability is one. The Local Authority is subject to both the general and specific duties set out in the Act. These cover all aspects of equality, including disability. Specifically with respect to people with a disability the Act reaffirms previous duties around accessibility planning and the need to make reasonable adjustments.

All schools have a general duty under the Act to have due regard to the need 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 relevant protected characteristic and persons who do not share it.

The accessibility plan is a plan for:

- increasing the extent to which disabled students can participate in the school's **curriculum**,
- improving the **physical environment** of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery of **written information** to disabled students and parents which is readily accessible to students and parents who are not disabled.

Aims

We believe that every child, irrespective of age, gender, ethnicity, disability or sexual orientation should have the right to be included as a valued, respected and equal member of the learning community with support according to need. In line with the National Curriculum Inclusion Statement, this means we believe that all children at our school should have access to a quality education which ensures access to a broad, balanced curriculum within an inclusive learning environment which:

- Sets suitable learning challenges
- Responds to and meets students' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of students
- Maximises the effective use of technology for learning and access to learning.
- Promotes positive attitudes in students to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

- Enables them to become successful lifelong learners

Eton Park Junior; A de Ferrers Trust Academy aims to treat all stakeholders, including students, prospective students, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

What do we understand by 'disability'?

The Equality Act (2010) defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities'

Definition of the terms:

- 'physical impairment' includes sensory impairments
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial' and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Contextual Information

The school is a one storey building with disabled facilities and toilets. There is an accessible toilet in the main corridor. There are changing facilities, shower and a bed suitable for changing in the disabled toilets. All areas of the school environment and school grounds are accessible to wheelchair users. Classrooms have accessible doors and fire exits and there are wheelchair accessible paths outside.

The Current Range of Disabilities within Eton Park Junior; A de Ferrers Trust Academy

The school has children with a range of disabilities, which include physical difficulties, visual and hearing impairments, speech and language difficulties, emotional, social and behavioural difficulties and moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the appropriate outside agencies for assessment, support and guidance for the school and parents.

We have a number of children who require regular medication in school for conditions including asthma and allergies. Medication is stored and administered appropriately according to school policy. We have competent First Aiders who hold current First Aid certificates. Education Health Care Plans are written to ensure the needs of students are identified and met appropriately. It is important that there

are effective lines of communication between the school, health care workers, parents and students to ensure there is an effective circle of support for the child.

Currently, 10.2% of our students have a Special Educational Need:

SEN	Medical
<p>EHCP: 1 Statement: 1 SEN Support: 20</p> <p>Communication and interaction: 7 Cognition and learning: 8 Social, emotional and mental health difficulties: 5 Sensory and/or physical needs: 2</p>	<p>38 Care Plans in place</p> <p>1 Hydrocephalus, Cerebral Palsy, Hemiplegia 1 Peutz-Jeghers Syndrome 2 Epi-pen for anaphylaxis caused by food allergies 1 Chronic Eperdermylosis Bullosa 1 allergic to penicillin 1 history of epilepsy 1 Coeliac disease</p>

Developing a voice for disabled students, staff and parents/carers

It is the school's intention, wherever possible, to engage disabled people in the reviewing, planning and development of provision for disabled people. This is most important as it provides insight into the barriers faced by disabled students, staff and parents. It provides information about ways to overcome the barriers and improves working relationships between disabled students, staff and parents.

Forming part of the action plan, it is our intention to ensure that the voice of disabled students, staff and parents is sought. This will mean consulting with students, parents, school staff and members of our local community in order to ascertain the strengths of our current provision and identify further priorities for development.

More involvement of disabled students, parents, carers and members of the community is anticipated over the three years of the plan. Suggestions and opinions will be sought via newsletters, questionnaires and consultations. This information will be utilised in the continued development of the plan.

The Governing Body

Eton Park Junior; A de Ferrers Trust Academy fully encourages disabled parents, carers and community members to become governors. Governing body proceedings are accessible and parents are able to raise issues for discussion by the Governing body through personal request and letter.

Removing barriers

Improving Access for Disabled Students to the Curriculum:

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Eton Park Junior; A de Ferrers Trust Academy actively encourages all students to have access to all areas of the curriculum and participate in after school clubs, leisure and cultural activities and educational visits and events. The school ensures that staff plan trips and events well in advance, ensure that risk assessments are completed and that relevant medical and dietary information is obtained to ensure that all students will get the most benefit from the trip. Medical advice is sought and training of staff is given, if required. Parents are not expected to accompany disabled students on trips. If special training has been given to staff, the school will obtain written permission from the parent regarding activities

permitted and any medical treatment that can be accessed. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

'Reasonable adjustments' are made for students to access the curriculum, providing 1:1 support and visual clues for physically disabled and sensory disabled students to enable them to participate in P.E., swimming lessons and school visits. Radio Aids have been provided for hearing impaired students and risk assessments are regularly completed and reviewed to support any physically disabled students. Nurture groups at break and lunchtimes are provided to meet complex needs.

Within school we have facilities in place to ensure that those students with a permanent or temporary disability are treated in a dignified and appropriate manner and relevant changes are put in place to help them overcome any difficulties that they may face e.g. arranging lessons in a suitable classroom, making changes to the classroom environment, changing cloakroom arrangements, allowing more time to get ready for the end of the day and breaks, providing appropriate auxiliary aids. Students who have dyslexic tendencies are provided with information on coloured paper. School newsletters are also issued on coloured paper to support parents and the wider community.

The educational opportunities and achievements of disabled students will be monitored in the same way as all our students. A number of the students will have extra adult support to help in the classroom environment and the support will be relevant to the needs of the student. The nature of the support and its effectiveness is monitored by the schools SENCO and through discussions with the teaching staff involved. Outside agencies may also sometimes be involved in discussions, additional equipment and additional training may be required and arranged. To meet the needs of individuals during classroom activities and statutory tests and to ensure that barriers to learning are removed or reduced enabling children to reach their full potential, strategies such as enlarged text, allowing additional time and use of amanuensis may be employed.

We will, when appropriate, work with colleagues from a local services or special schools in order to best support the needs of individual students. Support may range from offering guidance on inclusion and curriculum issues to providing facilities for physical development.

Improving Access to the Physical Environment of the School:

Children's individual needs will always be assessed to ensure the provision meets their needs and reasonable adjustments will be made as required. We have a wide range of equipment and resources available for day to day use. The SENCO is responsible for ensuring resource provision is under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Personal Emergency Evacuation Plan's (PEEP's) are written for all students with difficulties which would require them to have support in an emergency (permanent or temporary as required). Areas of the school are labelled alongside pictures to support children with finding equipment. All areas of the school are fully accessible including the trim trail and ICT suite.

Improving the Delivery of Written Information to Disabled Students (and Parents):

Personal information on all students is requested on arrival in school from their parents and this includes health problems and treatment, language difficulties etc. Medical lists and SEN registers are kept up-to-date and information is obtained from previous schools. All are expected to inform the school of any changes of personal information. All records are kept confidential. Parent disability is often known due to the close relationship we gain with our parents. We are able to offer parents support and guidance and can signpost to other agencies as required. If parents have any difficulty completing forms, such as school applications, we are happy to support and provide facilities for access, such as the computer suite.

We understand the need to ensure that written information that is normally provided by the school to its students is accessible to disabled students and parents/carers. Examples might include handouts, textbooks and information about school events. The information will need to take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable timeframe. Information provided to students is matched to readability levels and this is monitored by SLT during classroom observation. All letters and other printed information (e.g. newsletters, prospectus) are monitored for readability levels to ensure access to most parents. Letters for parents are produced on coloured paper as is children's homework. Backgrounds on smart boards, in classrooms, are fitted with a coloured background. In planning to make written information available to disabled students we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

Student Achievement & Learning Opportunities

The educational opportunities and achievements of disabled students will be monitored in the same way as all our students. Academic targets are set for all students at the start of each school year, based on expected progress and ability. Through continued assessment and student progress meetings with SLT, this supports the class teacher in tracking progress. Appropriate intervention strategies are introduced if there is a particular academic concern. IEPs are written for students on the Special Needs register and focus on academic and social targets. Progress is monitored and reviewed by the class teacher with support from the SENCO. Where appropriate support from outside agencies is sought and strategies implemented.

Admissions, Transitions, Exclusions

Personal information on all students is requested on arrival in school from their parents and this includes health problems and treatment, language difficulties etc. Medical lists and SEN registers are kept up to date and information is obtained from previous schools. Parents are expected to inform the school of any changes. Students with disabilities are not over-represented in our exclusion figures.

Employing, promoting and training disabled staff

Our recruitment process, induction and review processes are available to all members of staff and provide the same level of access. Disabled applicants are encouraged to attend interview if they meet the minimum criteria and are assessed at interview in the same manner as other applicants. It is our intention that the disabled staff are given the opportunity to have an input into the continued development of the accessibility plan.

Review

The Accessibility Action Plan will run from September 2017 to September 2020. Our accessibility action plan has been drawn up to show how we will meet the General Duty and identifies our school priorities.

The Accessibility Action Plan details the targets, strategies for meeting the targets, time scale, persons responsible and success criteria.

The Accessibility Action Plan will be reviewed at the Local Governing Body Meeting at least every three years. In light of audits (to be undertaken as part of the accessibility action plan) it is likely that targets will be added to the plan. These will be recorded onto the current plan and reviewed.

Eton Park Junior; A de Ferrers Trust Academy - Accessibility Action Plan 2017-2020

An Access Audit was carried out by the Principal, Site Supervisor, Trust Premises Manager and School Business Manager in April 2017. A number of recommendations were made and form part of the action plan.			
Access Report Ref.	Timescale	Responsibility	Success Criteria
1. Fire Exit to rear of the building	July 2017	Health and safety officer Site Supervisor	All surface (tarmac) path to be created to enable access from the rear of the building in the event of a fire.
2. Changing Rooms	September 2018	Health and safety officer Site Supervisor	Lockers available for all year groups as changing rooms are not accessible for pupils with physical disabilities.
3. Peace Garden	December 2017	Health and safety officer Site Supervisor	Access to peace garden will be even as paths will be replaced and overgrown planting removed.
4. Lighting in quite rooms	Summer 2019	Health and safety officer Site Supervisor Premises Manager	Lighting needs to be improved as it is dark for pupils when sun not visible, particularly for visually impaired. Blinds may also be required due to vision on whiteboards.

Action Plan A – Improving Physical Access			
Activity	Timescale	Responsibility	Success Criteria
All weather path to rear of building to be created	Autumn 2017	Site Supervisor	Tarmac accessible paths for easy escape for all in event of a fire or access to classrooms from rear of the building
Hearing loop to be installed in the reception area to ensure visitors can hear clearly	Summer 2019	Health and safety officer Site Supervisor	Hearing Impaired visitors will be able to hear clearly when using the school reception area
Height of the hatch in the Reception office area to be changed (currently too high for wheelchair users) to enable disabled access.	Summer 2019	Health and safety officer Site Supervisor	Hatch is a suitable height to enable wheelchair users access to speak to a member of office staff.
Disabled parking – a disabled space is required in the car park	Summer 2019	Health and safety officer Site Supervisor	Enable disabled visitors/pupils to have easier access the school
PEEP (Personal Emergency Evacuation Plan)	To be reviewed in the event of a disabled pupil attending the school	Health and safety officer SENCO	PEEP to be put in place should a pupil/adult with a disability or specific SEN needs that would require support during an evacuation

Action Plan B – Improving Curriculum Access			
Activity	Timescale	Responsibility	Success Criteria
Intervention review	Spring 2018	SENCO	Audit of current provision and success / impact on progress will lead to changes if necessary in provision.
Audit current curriculum provision. Audit of SEN and disability within the school and wider community	Summer 2018	SENCO	Gain parent and pupil view points. Any necessary actions to be added to the action plan following the audit.
Staff training in supporting pupils with SEND – focus on key areas of need within the school: ADHD, ASD Dyslexia and Dyspraxia	Summer 2018	SENCO	Raised staff confidence to support and provide strategies for pupils with ASD, ADHD, dyspraxia and dyslexia
Promoting disability in the curriculum through sport. (School and class assemblies profiling disabled athletes)	Summer term 2018	SENCO/Sports Lead / Vice principal	Developing pupil awareness that people with disabilities are able to take part in sports

Action Plan C – Improving the Delivery of Written Information			
Activity	Timescale	Responsibility	Success Criteria
Availability of written material in enlarged format when specifically requested (newsletter, policies, letters to parents/carers)	Autumn term 2017	Office staff	Enlarged text to provide on request
Review documentation on website to check accessibility for parents with English as an Additional Language – speak to parents during parent meeting	December 2017	A. Knights/SLT	Amendments to be made to website after consultation with parents/carers
Ensure materials used in school are accessible for all pupils i.e. dyslexia friendly school methods.	Audit and review staff knowledge by Summer 2018	SENCO	Teachers confident in understanding where resources may need to be adapted to suit