



**Eileen Wade**  
Primary

### **Accessibility Plan 2018-2020**

#### **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 a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 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 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 required in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the availability of accessible information for disabled pupils

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how the school will address priorities identified in the plan.

At Eileen Wade Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which are:

- To provide the best possible education for each child through the delivery of a broad and balanced curriculum that matches individual needs and aspirations
- To provide a secure, happy and stimulating learning environment in which children are challenged and encouraged to take risks
- To enable children to become numerate, literate, creative and curious
- To promote a healthy life style
- To nurture an atmosphere in which children, parents, staff and community feel part of the school family.
- To encourage mutual respect, confidence, co-operation and self-esteem
- To help our children to understand and respect other cultures, beliefs and faiths – so that they celebrate diversity and have no fear of difference.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

## **The Involvement of Disabled Children and Young People, Staff and Parents**

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the SEND Policy and School Offer. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Eileen Wade Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equality
- Inclusion

## Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the availability of accessible information for disabled pupils

The table below sets out how the school will achieve these aims.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Full revision of curriculum  Full review of SEND policy and School Offer  Development of Support staff to deliver intervention activities	To refine differentiation within lessons for SEND learners  Track progress of SEND pupils, leading to gaps closing  Increase range of intervention programmes available for SEND learners and training for staff to deliver	Training for all staff  Assessment analysis, teachers using to develop planning  ELKAN Speech & Language training, disseminate to support staff	SENDCo  HT, SENDCo, Teachers  HT	Summer/Autumn 2019  Autumn 2019
Improve and maintain access to the physical environment	Ramps into each building	To ensure all learning spaces are 'communication friendly'  To provide de-sensitized	Develop redecoration programme, to take into account appropriate colour schemes & develop 'communication friendly spaces'  Purchase independent	HT  HT/SENDCo	Spring 2019  Sept 2018

		workspace for individual pupils & sloping desks to support fine motor skills	desks, sloping desks		
Improve the delivery of written information to pupils	Increased provision of ICT (laptops, LearnPads)  Capability to enlarge/modify text where necessary	To develop touch typing skills	Purchase touch typing software and implement	HT/SENDCo	Summer 2018 – September 2019

### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey environment and wheel chair accessible. However, steps exist in entrance to Year ¾ classroom and into reception /office area	When needed, look into ramps for wheelchairs and easy access from the playground	HT	Sept 2018
<b>Door ways</b>	Doors are heavy – fire doors.	Review all doors and ensure finger guards in place	Caretaker	Summer 2019
Parking bays	No disabled parking bay in place; staff only car park. Should a member of staff or parent require such access, this would be relatively simple to do.	None		
Entrances	Both entrances accessible by wheelchair. No signage to support visually impaired.  Entrance to year 5/6 classroom wheelchair accessible	Braille Signs for main & pedestrian entrance	Headteacher/business manager	Autumn 2019
Ramps	Entrance through hall and Year R/1 class wheelchair accessible	Provide ramps to enter Year ¾ classroom and office area	HT	Summer 2019
Toilets	2x disabled toilets, one in foyer area and one in Year 5/6 modular building. Both are accessible by wheel chair	none		
Internal signage	Not supportive for visually impaired	Braille Signs for main & pedestrian entrance	Headteacher/business manager	Autumn 2019
Emergency escape routes	All fully accessible and checked	Storage needs full scale review	HT/EBM	Sept 2019