

Blue Sky Federation: Erpingham VC Primary School & Northrepps Primary School



ACCESSIBILITY PLAN

ERPINGHAM CHURCH of ENGLAND PRIMARY SCHOOL ACCESSIBILITY PLAN – 2017 to 2018

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 (EA).

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Erpingham Primary School.

Definition (Equality Act 2010)

"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" Physical or mental impairment includes sensory impairments and also hidden impairments. 'Substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The EA 2010 definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects 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.

The Accessibility Plan will be reported upon annually at a Full Meeting of the School Governing Body in respect of progress and outcomes, and provide a projected plan for the three year

period ahead of the next review date.

This plan reflects statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives (included in the Single Equalities Scheme), and will similarly be published on the school website.

We are committed to providing an environment that enables full access to the curriculum, facilities and information that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

Eppingham Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to enable all stakeholders to access: the curriculum, the physical environment, and information:

Curriculum

Ensure access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Individual pupil provision reviews (SENCO)
- Feedback and input from parents and external agencies
- Governor visits

Summary of progress to date:

- ✓ Establishment of an onsite outdoor Pre-School (Little Brown Hare) to provide access for 2 to 4 year old children.
- ✓ Renewal of paths to Forest School to continue access for all, including Forest Friends, to our Forest School site.
- ✓ Provision of a third class base so that pupils can be taught in small class sizes.
- ✓ An onsite Portakabin as a staffroom and intervention space for very small groups to work quietly.
- ✓ Creation of a new toilet for infant children with space for changing nappies.

In future, progress will be monitored annually with reference to the previous Disability Equality Scheme and Accessibility Action Plan.

Objectives for improvement 2017 – 2018

- Monitor the performance of groups of pupils including those with disabilities to ensure that they make appropriate progress.
- Monitor the attendance of groups of pupils including those with disabilities.
- Ensure the needs and views of pupils with disabilities are represented on the school council.
- Ensure that all staff are aware of current practice (including support staff) to ensure the needs of all pupils are met effectively.
- Develop pupil understanding of issues faced with disabilities.
- Ensure this disability / accessibility access plan is reviewed annually.
- Liaise with SENCO to audit staff training and provision of auxiliary aids.

Physical Access

Improve access to the physical environment of the school to include:

Review access to teaching space for pupils due to the continued increase in numbers on roll into Key Stage 2

Build a log cabin for Pre-School so that they have access to a warm, dry learning environment all year.

Process for identifying barriers

- Monitoring of site accessibility by Head teacher and School Business Manager
- Feedback and input from parents and external agencies
- Governor visits

Summary of progress to date

Annual monitoring of this scheme.

Objectives for improvement 2015-2017

- Review the school site annually using the Equality Act 2010 framework has led to great access being developed with a new on site pre-school and new paths to aid access.
- To address any concerns arising from the annual site inspection. These are discussed at resources committee meetings. Concerns have been raised about car parking. We do have planning permission for a car park but not the funds to complete the project.
- To provide training for staff in relation to school specific needs e.g Disability support training
 - Communication (including written information) Staff have been actively involved in professional development and the impact of this can be seen in improved progress for most pupils.
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. This is ongoing.

Agreed by teaching staff: May 2017 Agreed by Governors: June 2017

Signed by the Chair of Governors: *John Longhurst*

Signed by the Headteacher: *Angie Hamilton*

Review date: June 2018