

ELLINGTON PRIMARY SCHOOL : Accessibility Plan 2016-19

Written by Kevin Vardy: May 2016

Approved by Governors: June 2016

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School Ethos

We are a fully inclusive school and we are proud of the provision that we make for SEN and Disability that has been recognised and highly praised in three outstanding Ofsted reports. We are continually striving to achieve our aims and objectives and our school vision of ‘Education without Compromise’.

Ellington Primary School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information Report 2016. As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners’ needs should be met.

Ellington Primary School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Report.

ELLINGTON PRIMARY SCHOOL : ACCESSIBILITY PLAN 2016 – 2019

ACCESSIBILITY OF THE CURRICULUM

PRIORITY	ACTION	TIMESCALE	RESOURCES	RESPONSIBILITY	MONITORING	REVIEW
To continue to adapt the EYFS curriculum to meet specific pupils' SEND.	Close liaison with Early Years providers and outside agencies with regard to the specific needs of SEND pupils, including those to be admitted.	September 2016 - ongoing	EYPP funding, SEN Notional, Top up and High Needs funding	Headteacher SENCO EYFS Manager	HT and SENCO weekly ½ day monitoring programme Governors visits	
To continue to improve communication and language outcomes by the end of EYFS by removing barriers to the curriculum for children with speech, language and communication needs.	Close liaison with Speech, language and communication services to provide support for speech and language interventions delivered by trained support staff.	September 2016 - ongoing	EYPP funding, SEN Notional, Top up and High Needs funding	Headteacher SENCO EYFS Manager	HT and SENCO weekly ½ day monitoring programme Governors visits	
To continue to refine the EYFS assessment system and SEND recording systems to give a precise picture of progress made by SEND pupils and to inform the need for intervention	Review of baseline assessments and use of EYFS profile in line with government and LA guidance and introduce updated LA SEND proformas for recording progress and commissioning support.	September 2016		Headteacher SENCO EYFS Manager	HT and SENCO weekly ½ day monitoring programme Governors visits	
To continue to adapt the National Curriculum, and extend to Y5/6 to meet specific pupils' SEND.	Annual curriculum review to identify and address needs of current SEND pupil cohort and rigorous monitoring of impact of teaching and learning on progress of SEND pupils.	September 2016 and then annually	PP funding, SEN Notional, Top up and High Needs funding	Headteacher SENCO	HT and SENCO weekly ½ day monitoring programme Governors visits	
To continue and further develop our intervention programme.	Termly review of current interventions and introduction of new interventions including Thrive and Drawing and Talking programmes.	September 2016 and then termly	EYPP funding, SEN Notional, Top up and High Needs funding	Headteacher SENCO	HT and SENCO weekly ½ day monitoring programme Governors visits	
To continue improve communication and language outcomes so that SEND pupils make good or better progress in all mainstream classes by removing barriers to the curriculum for children	Close liaison with Speech, language and communication services to provide support for speech and language interventions delivered by trained support staff.	September 2016 - ongoing	EYPP funding, SEN Notional, Top up and High Needs funding	Headteacher SENCO	HT and SENCO weekly ½ day monitoring programme Governors visits	

with speech, language and communication needs.						
To continue to refine assessment system and SEND recording systems to give a precise picture of progress made by SEND pupils and to inform the need for intervention.	Review current assessment system and use of EDSM and SIMS in line with government and LA guidance to give SLT a clear picture of progress made by SEND pupils and introduce updated LA SEND proformas for recording progress and commissioning support.	September 2016 and then annually		Headteacher SENCO	HT and SENCO weekly ½ day monitoring programme Governors visits	
To provide training for all staff in implementing this plan e.g. whole school training on autism and medical conditions of SEND pupils.	Carry out training needs analysis and implement training whole school training programme.	September 2016 and then ongoing	School Budget training allocation	Headteacher SENCO	Governors visits and attendance at staff training	

ACCESSIBILITY OF THE PHYSICAL ENVIRONMENT

PRIORITY	ACTION	TIMESCALE	RESOURCES	RESPONSIBILITY	MONITORING	REVIEW
Review of building work completed in 2015 to facilitate move from first to primary education at Ellington to address issues relating to accessibility.	Snagging list to be addressed by LA planning Dept. and Safety Management Team.	September 2016		LA	LA, SMT, HT and SENCO	
Use of Community lounge as a classroom to facilitate additional classroom needed in KS1.	Risk assess accessibility of Community lounge as a classroom.	September 2016			HT and SENCO weekly ½ day monitoring programme Governors visits	
Continue termly safety checks to address maintenance issues relating to accessibility.	Termly safety checks and Safety Management Team meetings.	September 2016 and then termly		Safety Management Team	SMT minutes to termly Governors meetings	
Continue awareness raising of staff responsibilities with regard to accessibility.	Induction of new and temporary staff members. Whole-school staff training sessions.	September 2016 and then termly		Headteacher Deputy Headteacher	Governors visits and attendance at staff training	
Provide specialist rooms and equipment for intervention groups.	Timetabling of specialist rooms and equipment for intervention groups e.g. sound proof room for speech	September 2016 and then half termly.		Headteacher SENCO	HT and SENCO weekly ½ day monitoring	

	therapy and thera-putty and sloping boards for occupational therapy.				programme Governors visits	
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ACCESSIBILITY OF INFORMATION

PRIORITY	ACTION	TIMESCALE	RESOURCES	RESPONSIBILITY	MONITORING	REVIEW
Ensure that all stakeholders can access written information provided by the school.	Further develop information provided on the school website and make clear that large type formats of all school documentation can be made available and that school can provide help in reading any documentation.	September 2016 - ongoing		HT Office Manager Website Manager		