

# Accessibility Plan Policy

Approved: Spring 2018

Next Review: Spring 2020



*Succeeding together*



At Eastbury Primary School we offer a broad and balanced curriculum and have high expectations for all children. Eastbury Primary School is committed to providing an appropriate and high quality education to all the children who attend. The school has an Additionally Resourced Provision for pupils with Hearing difficulties. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, need, disability, attainment or background. We pay particular attention to the provision for and achievement of different groups of learners. The achievements, attitudes and well-being of all our children matter.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. The school has access to a wide range of outside agency support and advice for both our mainstream and specialist provision children. We also have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the first aid room and a record of use is noted. Some children have allergies or food intolerances/cultural food choices and records are kept and shared to ensure their needs are met. All medical information is collated and available to staff, Alert Notices are available in a file in the staffroom and close links are kept with parents to ensure these needs are accurate and that, where necessary, Care Plans are in place. Risk Assessments are also carried out for children with additional needs. We have multiple competent First Aiders who hold current First Aid certificates. Where additional training is necessary e.g. Epilepsy, BUCCAL, EPIPEN it is provided on a yearly basis. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

The plan below sets out the main objectives of the school Accessibility Plan

<b>Objective</b>	<b>Task/Action</b>	<b>Led By</b>	<b>Resources</b>	<b>Success Criteria</b>
<p><b>Curriculum</b></p> <p>1) To extend the degree of inclusion for pupils in protected groups.</p> <p>2) To improve learning opportunities for pupils in protected groups.</p> <p>3) To ensure that all homework assignments are accessible to pupils in protected groups.</p>	<p>Ascertain the areas of the curriculum to which children in protected groups might not gain access.</p> <p>Ascertain the areas of the curriculum, teaching strategies classroom management techniques that might have a restricting influence upon the learning of children in protected groups.</p> <p>Monitor samples of homework to establish compatibility with the additional needs of pupils in protected groups.</p>	<p>Inclusion Team</p> <p>Inclusion Team</p> <p>Inclusion Team</p>	<p>Meeting time with teaching staff.</p> <p>Meeting time with staff</p> <p>Meeting time with teaching staff.</p>	<p>Children in protected groups are enabled to participate in all curriculum areas.</p> <p>The learning opportunities for children in protected groups are enhanced.</p> <p>Children in protected groups are able to complete work all homework assignments.</p>
<p><b>Attitudes and Participation</b></p> <p>4) To make extra- curricular clubs accessible to pupils in protected groups.</p>	<p>Educate providers of activities to improve accessibility for pupils in protected groups.</p>	<p>Inclusion Team</p>	<p>Meeting with Clubs lead</p>	<p>All staff develop their practices to increase opportunities for children in protected groups to participate in extra-curricular activities.</p>

<p><b>Employment.</b></p> <p>5) To improve the accessibility of some inset courses for members of protected groups.</p>	<p>Investigate types of courses that are problematic. Make reasonable adjustments to overcome problems.</p>	<p>Inclusion Team</p>	<p>Meeting with teacher. Trained communicators.</p>	<p>Staff in protected groups are able to attend and participate in all staff training and staff meetings.</p>
<p><b>Environment and other policies.</b></p> <p>6) To improve mobility in the classroom for pupils in protected groups.</p> <p>7) 7) To ensure accessibility for all pupils</p>	<p>Examine the school building to ensure considerations for pupils from protected groups and especially disabled children, are current.</p>	<p>Inclusion Team</p>	<p>Working party to tour the school.</p> <p>Clear signs for exits and key locations at child and adult level along corridors.</p>	<p>The physical environment of classrooms and the rest of the school are more conducive to freedom of movement on the part of pupils from protected groups and specially disabled children.</p>