

ELLINGTON PRIMARY SCHOOL: Accessibility Plan 2020-23

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 2020. 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 2020 – 2023

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 2020 - ongoing	EYSTAR and EHCP funding.	Headteacher SENDCO 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 NCC Speech, language and communication services and NHS SALT to provide support for speech and language interventions delivered by trained support staff.	September 2020 - ongoing	EYSTAR and EHCP funding.	Headteacher SENDCO 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 guidance and LA's Graduated Approach for recording progress and commissioning support. To implement an improved system of provision management in line with examples investigated by our SENDCO as part of her national SENDCO accreditation.	September 2020 - ongoing		Headteacher SENDCO EYFS Manager	HT and SENCO weekly ½ day monitoring programme Governors visits	
To continue to adapt the National Curriculum to meet specific pupils' SEND.	Curriculum review and production of Progression and Skills documents for all subjects, which will enable us 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 2020 and then annually		Headteacher SENDCO	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 First Class @ Number and interventions aimed at supporting children with mental health and wellbeing: Friends Resilience and Zones of Regulation.	September 2020 and then termly		Headteacher SENDCO	HT and SENCO weekly ½ day monitoring programme All staff in termly SEND staff meetings 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 with speech, language and communication needs.	Close liaison with NCC Speech, language and communication services and NHS SALT team to provide support for speech and language interventions delivered by trained support staff.	September 2020 - ongoing		Headteacher SENCO	HT and SENCO weekly ½ day monitoring programme Governors visits	
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 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 2020 and then annually		Headteacher SENDCO	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 SEND and medical conditions of pupils.	Carry out training needs analysis and implement training whole school training programme.	September 2020 and then ongoing	School Budget training allocation	Headteacher SENDCO	Governors visits and attendance at staff training	

ACCESSIBILITY OF THE PHYSICAL ENVIRONMENT

PRIORITY	ACTION	TIMESCALE	RESOURCES	RESPONSIBILITY	MONITORING	REVIEW
Use of Community lounge as library and an area for small group work to facilitate the use of current library space as an additional room for SEND interventions.	Risk assess accessibility of Community lounge as a library and space for small group work.	September 2020		Safety management team SENDCO Literacy co-ordinator	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 2020 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 2020 and then termly		Headteacher Deputy Headteacher	Governors visits and attendance at staff training	
Continue to provide specialist rooms and equipment for intervention groups.	Timetabling of specialist rooms and equipment for intervention groups e.g. nurture groups, friendship groups, sound proof room for speech therapy etc.	September 2020 and ongoing.		Headteacher SENDCO	HT and SENDCO weekly ½ day monitoring programme Governors visits	

ACCESSIBILITY OF INFORMATION

PRIORITY	ACTION	TIMESCALE	RESOURCES	RESPONSIBILITY	MONITORING	REVIEW
Ensure that all parents have immediate access to school correspondence.	Introduce electronic mailing system to improve communication with parents, including those of children with additional needs.	September 2020	School Budget	Headteacher Office Manager Website Manager	Governors visits	
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 2020 - ongoing		Headteacher Office Manager Website Manager		