



Thomas Eaton Primary Academy

Accessibility Plan 2017-2020

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995(DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

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. In the DDA 'substantial' means more than "minor or trivial". "Long term" means "has lasted or is likely to last more than 12 months".

This definition is broad and includes children and adults 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. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

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

Our planning addresses the following areas:

Physical Facilities - addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

School Curriculum - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits

Support Services - access to services within and external to the school to support families where a disability is identified

Awareness - building awareness of staff through training and development and heightening childrens' awareness of issues related to disability

Communication of information - how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

PHYSICAL FEATURES
Process for identifying barriers
<ul style="list-style-type: none">• Office Manager actions planning following site inspections• Feedback from users of the school• Needs review for enrolment of pupils through discussion• Additional Support Plan reviews for pupils with special educational needs and disabilities• Governor visits
Summary of progress to date in last three years
<ul style="list-style-type: none">• All areas of the school can be accessed by disabled users
Objectives for improvement 2018 - 2021
<ul style="list-style-type: none">• To develop a "safe area" for identified pupils
Monitoring of plans
This plan is to be monitored by the Office Manager, SENDCo, Headteacher and Governors

The School Curriculum

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Additional support plans and EHCP Annual reviews
- Feedback and input from parents and external agencies
- Governor visits

Summary of progress to date in last three years

- Range of equipment purchased to support access e.g. wobble cushions, fiddle toys, pencil grips, coloured overlays, Stile resources
- A range of support accessed as identified through the termly provision mapping within the school
- Range of after school clubs open to pupils throughout the school
- Use of visual timetables in all classes
- Use of timers to aid concentration
- Use of careful language such as "first" then" to aid access
- Ipad and Laptops accessible for pupils to access resources
- Establishment of The Reflection Room to support the SEMH needs of pupils
- Appointment of an Inclusion TA to support the SEMH needs of pupils

Objectives for improvement 2018-2021

- Train one or two TAs in Eklan
- Ensure Training meets identified needs of staff
- Purchase formal assessments to identify specific barriers for pupils in English and Maths
- SENDCo to provide advice and support to further develop provision and high quality first teaching

Monitoring of plans

This plan will be monitored by the Governors, Headteacher and SENDCo

Support Services

Process for identifying barriers APDR Plan

- Outcomes of EHCP Reviews
- Advice from external agencies
- Requests and identified needs of pupils and parents through discussion, observation, feedback
- Keeping up to date with local, county and national providers for support e.g local support groups or services
- Governor visits

Summary of progress to date in last three years

- EHA being applied and school acting as lead agency on some Team around the Family meetings
- Regular contact with Early Intervention Family Worker
- Inclusion TA employed
- Termly meeting with SENDCo and SEND Services to plan for the needs of pupils
- SENDCo attends local SENDCo Network meetings to stay up to date with latest information
- Implementation of new Code of Practice 0-25 for SEND

Objectives for improvement 2018-2021

- Maintain links with SEND Services, Speech and Language Therapists, School Nurse, Physiotherapist, Occupational Therapist, Paediatrician, VI Service, HI Service
- Teachers to become more familiar with referral processes
- Teachers to review APDR plans regularly

Monitoring of plans

This plan will be monitored by the Governors and Senior Leadership Team

Awareness

Process for identifying barriers

- Observations of learning, pupil voice
- Feedback from pupils, parents, staff and visitors
- Curriculum and provision review
- Feedback from external agencies
- Governor visits

Summary of progress to date in last three years

- Training accessed by staff in Positive behaviour - Janet Copeland 2018

Objectives for improvement 2018-2021

- Additional training for staff working with children with specific needs

Monitoring of plans

This plan will be monitored by the Governors and Senior Leadership Team

Communication

Process for identifying barriers

- Feedback from pupils, parents and other users including questionnaires, feedback forms, email
- Feedback from external agencies
- APDR plans and EHCP Reviews

Summary of progress to date in last three years

- Introduction of text messaging
- Use of email addresses on the school website
- Development of school Facebook group
- Each class has a page on the website to allow communication of pictures and information
- Class Teachers are available at the classroom door each morning and afternoon
- Parents Evenings termly
- Weekly newsletter
- School Information Report updated annually and published on the school website

Objectives for improvement 2018-2021

- Further develop ways to communicate with parents for whom reading/writing may be a barrier
- Drop in sessions with SENCO/Child and Family worker to develop SEND provision

Monitoring of plans

This plan will be monitored by the Governors and Senior Leadership Team

