

**Accessibility Plan****2023-2026**

This plan should be read in conjunction with the **Whole School Development Plan** and outlines the proposals of the **Local Governing Body** of **Etching Hill CE Primary Academy** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010; Curriculum, Physical Environment & Information.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The Action Plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan will be reviewed at least every three years, but may be updated more regularly to take into account the changing needs of the academy and its pupils.

**Etching Hill Primary Academy**  
**Accessibility Plan – Action Plan**  
**2023-26**



The Local Governing Body has completed an audit of the extent to which pupils with disabilities can access the **Curriculum, Physical Environment** and **Information** on an equal basis with their peers. This Action Plan has been developed to address specific gaps and improve access, after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Etching Hill is an inclusive academy. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity is a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- higher achieving children;
- children who are vulnerable;

We currently have children with a range of needs and abilities (October 2023) including (this list is not exhaustive):

- Asthma
- Diabetes
- Eczema
- Epilepsy
- ADHD
- ASC
- Allergies
- Heart problems
- Hyper-mobility
- Vision impairment

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs, including collecting and sharing information from Early Years setting in preparation for pupils as they begin their learning journey at Etching Hill.

We take advice on support needed for children with additional needs and work with specialists to ensure they have the support needed to fully include them in the life of our academy.

The action plan ensures that:

- The academy draws on the expertise of external agencies to provide specialist advice and support.
- The SENCo has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the academy.
- Disabled pupils have access to extra-curricular activities.

Aims:

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This accessibility plan should be considered in conjunction with both the Equality Policy, the SEND Information Report and the wider aims of the school. The plan is available on the school website and paper copies are available upon request. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our academy complaints policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this policy sets out the process for raising these concerns.

### **Legislation and Guidance:**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

	Issue	What	Who	When	Outcome	Review
<b>Short term (Year 1) 2023-24</b>	<u>Improving Curriculum Access</u> 1. Continue with cycle of training for all staff in regard to individual SEND needs – eg ASC, Dyslexia, Motor Skills, Speech and Language	1.1 Continual review of pupils needs with appropriate staff training undertaken in direct correlation to pupil needs (both individual and groups of pupils).	AM All staff	Sep 23 ongoing	Staff training undertaken against pupil needs is directly impacting upon curriculum access for individuals	
		1.2 Key staff to receive diabetic training	Key staff-cohort and lunch staff	Academ ic year 23-24 ongoing	Pupils with diabetes are well supported with staff being confident in the delivery and mechanisms of support most appropriate to individual pupils. Pupil environment to be organised to maximise and groups of pupils	

<p style="text-align: center;"><b>Short term (Year 1) 2023-24</b></p>	<p><u>Improving the Physical Environment</u></p> <p>2a. Annual review of the classroom environment – ensure classrooms continue to be organised with ease of access to appropriate resources, including specific and specialised resources for individual pupils (ipads, writing slopes, quiet areas, sensory room etc).</p> <p>2b. Ensure clear visibility in outside areas with identified risk – eg steps</p>	<p>2a.1 Learning Walks to review classrooms – organisation and availability of resources/ health and safety walks</p> <p>2a.2 Continue the 'Powerpoint PictureTimetable'/ wall picture timetable in all cohorts</p> <p>2a.3 SEND team to work with external agencies to ensure individual provision is effective</p> <p>2b. ZHB/TC to identify specific locations to improve following site survey.</p> <p>(eg steps to classrooms). Re-painting of step edges when necessary. Regular access monitoring for stairs to KS2 playground &amp; slop to Preschool.</p>	<p>All staff/ AM/ SEND/ H&amp;S Governor.</p> <p>AM/ FC</p> <p>ZHB/ TC</p>	<p>Academic year 2023-2026 and annually Ongoing</p>	<p>Learning Walks undertaken with areas of improvement identified.</p> <p>Throughout the academy Picture Timetables are shared each morning/ displayed throughout the day.</p> <p>Step edges have been re-painted and visibility of these risk areas improved. H &amp; S walks ensure site continuing to be safe as issues addressed quickly</p>	
	<p><u>Supporting Well-being</u></p> <p>3. Further support pupils well-being through continuation of Calm Brain and introduction of My Happy Mind. Well-being lead to line manage ELSA/ Nurture support</p>	<p>3.1 HH deliver My Happy Mind and Calm Brain staff training- teachers to introduce My Happy Mind to pupils Sept 2023 for regular well-being intervention</p> <p>3.2 HH to monitor My Happy Mind and Calm Brain effectiveness</p>	<p>HH/ AM</p>	<p>My happy Mind into Sept</p> <p>Ongoing</p>	<p>Pupils take part in regular activities to support mental well-being. Tailored programmes of support cater for individual needs.</p> <p>Pupils feel that their emotional well-being is supported</p>	

		<p>through observations, pupil/ teacher voice</p> <p>3.3 CB to continue to provide tailored ELSA support. BP &amp; BWS to provide tailored nurture support through Zones of Regulation, Play Mobile Therapy, Lego Therapy, Talk time</p>		Ongoing		
<p><b>Medium term</b> <b>(Year 2)</b> <b>2024-25</b></p>	<p><u>Improving Curriculum Access</u></p> <p>1.Continue with cycle of training based on SEN improvement plan.</p> <p>2. Continue to monitor resources to facilitate inclusion.</p>	<p>1.Staff training to implement strategies/ action plan and materials</p> <p>2. SEN learning walks to monitor effective use of additional provision/ resources</p>	AM/ FC SEND team		<p>Every teacher a teacher of SEND' will be a strength of the academy</p> <p>Pupils/ families with identified needs will be appropriately supported, in order for families to engage and pupils to make progress.</p>	
<p><b>Medium term</b> <b>(Year 2)</b> <b>2024-25</b></p>	<p><u>Improving the Physical Environment</u></p> <p>Year 6 mobile replaced with two story building offering four classrooms</p>	<p>1.1 Year 6 Mobile removed</p> <p>1.2 Plans for temporary teaching space to provide work space for learners</p> <p>1.3 Building work to be completed</p>	Site Manager/ building	Begin Summer 23	<p>The additional of a new build with provide safe/ secure learning environment</p> <p>Additional work space will be available for groups/ break out spaces</p>	

	<p><u>Supporting Well-being</u></p> <p>1.Support the development of mental well-being through creating additional spaces for pupils to access</p> <p>2. Further development of Family Liaison Officer role in supporting a greater number of families</p>	<p>1.1 Regeneration of Peace garden to create as space of calm for children</p> <p>1.2 Forest school area redesigned to allow greater use for nurture groups</p> <p>1.3 Regulation Stations in all classes, are mirrored in additional class</p> <p>1.4 Additional nurture spaces to be timetables and maintained as zones to support SEMH needs</p> <p>1.5 Ongoing staff training to fully utilise areas/ resources, to ensure effective provision for children/ support for families</p> <p>2.1 BS continued training and partnerships with external agencies</p> <p>2.2 Referral system in place and effective in managing demands of families in need</p> <p>2.3 development of FLO section on academy website</p>	<p>SEN Team</p> <p>FLO-BS</p>	<p>Spring 2024</p>	<p>Pupils have additional space to support mental well-being.</p> <p>Groups have various areas around the school, to cater for additional needs within this area e.g. outdoor gym for sensory diet, forest school for nurture support, resources ELSA room</p> <p>Families feel supported by academy and external agencies enlisted to further support where necessary</p>	
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<p><b>Long term (Year 3) 2025-26</b></p> <p><b>Long term (Year 3) 2025-26</b></p>	<p><u>Improving Curriculum Access</u></p> <p>1. Access arrangements to meet individual needs when taking tests etc. will be applied for and support provided as required.</p> <p>2. Continue to monitor resources to facilitate inclusion. Continue staff training for inclusion in line with SEND action plan</p>	<p>1.1 Ensure appropriate testing and reports are provided in order to apply for access arrangements</p> <p>2.staff training updated/ hearing impairment, asthma, dyslexia.</p>	<p>ELT/Y 6 staff MS</p>	<p>Annually</p>	<p>Pupils have access to high quality resources and support structures which enable access for all. Inclusive of access for test conditions. Pupils' individual needs are met, with any barriers to achieving their full potential being removed.</p> <p>Staff are kept up to date with inclusion requirements for specific learning needs. Pupils are able to access learning and make expected progress.</p>	
	<p><u>Improving the Physical Environment</u></p> <p>1. Potential new classrooms to replace mobile- ensure that any planned building works take full consideration of the needs of pupils with disabilities. MS has been meeting with and discussing with FGT financial support options to facilitate desired building project</p>	<p>1.1 Consult with builders, FGT and LA officers to ensure that all legal requirements are met in terms of disability access. Organise any new projects to achieve optimum accessibility for pupils with disabilities</p>	<p>ZHB/M S</p>	<p>Ongoing</p> <p>Annual &amp; 3yr cycle</p>	<p>All legal requirements are met. Building plans/documentation.</p> <p>Any new building additions or alterations are organised to allow optimum access for pupils with disabilities.</p>	

<b>Parent Support</b>	<u>Improving Access to Information</u>	1. Continue to provide electronic copies of key written material on the website. Providing copies on information in alternative formats, eg larger font etc to meet individual needs.	ZHB/ Office staff	By Academic Year 2023 Ongoing	Pupils' individual needs are met with any barriers to achieving their full potential being removed	
	1. School literature and information to be made available in alternative formats, as required by parents and other stakeholders.					
	2. SEND information on the website to support parental involvement and offer additional support through outside agencies	2. Website to be kept updated with relevant support/ contact details. External information from agencies disseminated to relevant families.	AM/ ZHB	Ongoing	Families supported through literature/ contact with external agencies/ updates, to ensure pupils are supported.	
	3. Pupil absences due to medical- Provide families will technology and further resources to support home learning	3. Families to have access to technology, data and further resources to help fully access home learning	ELT	Ongoing-when necessary	Pupils will be able to continue to access learning and continue to make progress.	