Accessibility Plan

Approved by Governors: Autumn 2022

To be reviewed: Autumn 2026

Signature: Julie Dekker Executive Headteacher
Date: 15/9/22

Signature: _____ Chair of Governors (GE)
Date: 15/9/22

Signature: D N Lomas Chair of Governors (R)
Date: 15-9-22

Reviewed every 3 years

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Purpose of the Plan

The purpose of this plan is to show that our federation is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

a) They have a physical or mental impairment.

b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the DDA. The effect of the laws is the same as in the past, meaning that, ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This plan has been drawn up based on information supplied by the Local Authority, in conjunction with pupils, parents, staff and governors of the schools, and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Federated Governing Body of our schools to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the curriculum, which includes teaching and learning and the wider curriculum of the Federation, such as participation in after-school clubs, leisure and cultural activities or school visits.

2. Improving the environment of each school within the Federation to increase the extent to which disabled pupils can take advantage of education and associated services.

3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following Federation policies, strategies and documents:

- Curriculum policies
- EYFS Policy
- Equality of Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Positive Behaviour Management Policy
- School Improvement and Development Plan
- School brochure/prospectus and Vision Statement

The Federation complaints procedure covers the Accessibility Plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability

The Federation makes the Accessibility Plan available in the following ways:

- A copy is posted on the Federation's websites
- Paper copies are available from each school office, on request.

Review and Evaluation

It is a requirement that our Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Great Ellingham Primary School and Rocklands Primary School will address the priorities identified in the plan. The plan is valid for three years and is reviewed by governors.

Section 2: Aims and objectives

Accessibility Plan Code:

C. Increase access to the curriculum for pupils with a disability

E. Improve and maintain access to the physical environment

I. Improve the delivery of written information to pupils

The following table sets out how each school within the Federation will achieve these aims.

Objective	Accessibility Planning Code	Action to be taken at Great Ellingham School	Action to be taken at Rocklands School	Person Responsible	Date to complete actions by	Success criteria
To improve provision for pupils with SEND	C, I	Audit of staff experience, training and confidence, and CPD of new staff.	Audit of staff experience, training and confidence, and CPD of new staff.	SENDCo	October 2022	Audit completed. Program of appropriate training and support planned.
To improve the provision of IT equipment for pupils with SEND	C, I	Access specific equipment via the ITT scheme.	Access specific equipment via the ITT scheme.	SENDCo	Ongoing	Specific IT used by children via ITT. Use of IT equipment specified within Pupil Profiles, where necessary.
To improve the progress and participation for pupils with sensory and/or physical difficulties	C, I, E	Pupil Profiles reviewed with parents termly and SMART targets agreed. Develop fine motor and gross motor skills for identified children as necessary through, for example Funky Fingers program, Forest School (delivered at GE), Sensory Circuits.	Pupil Profiles reviewed with parents termly and SMART targets agreed. Develop fine motor and gross motor skills for identified children as necessary through, for example Funky Fingers program, Forest School, Sensory Circuits.	Teachers and SENDCo Teachers	Ongoing, termly Ongoing, needs driven following assessments.	Pupil Profiles up to date and meeting the needs of the child. Program of intervention/support in place in classes.
To ensure a smooth transition of all pupils with SEND	C, I, E	Meeting of class teacher, SENDCo and SLT to focus on the layout of the classroom environment to ensure accessibility for children	Meeting of class teacher, SENDCo and SLT to focus on the layout of the classroom environment to ensure accessibility for children	SLT and SENDCo	Every Summer Term or when a new child enrols.	Child settles into class routines and environment effectively.

		with a range of learning/ behavioural/ physical needs. Pupil profiles Transition of information to high school and visits supported by Miss Caie Meetings with appropriate high school staff EYFS home visits by class teacher and TA. Transition sessions from pre-school EYFS teacher to visit pre-schools	with a range of learning/ behavioural/ physical needs. Pupil profiles Transition of information to high school and visits supported by Miss Caie Meetings with appropriate high school staff EYFS home visits by class teacher and TA. Transition sessions from pre-school EYFS teacher to visit pre-schools	Teachers and SENDCo SLT and Miss Caie SLT Class 1 teaching team Class 1 teaching team Class 1 teaching team	Termly Every Summer Term Every Summer Term Every Summer Term Every Summer Term Every Summer Term	Agreed/ reviewed with parents termly. Meetings timetabled. Meetings timetabled Meetings timetabled Meetings timetabled Meetings timetabled
To improve the progress and participation for pupils with cognition and learning difficulties.	C, I	Staff training as and when needed, e.g. precision teaching training for TAs Support from School2School team	Staff training as and when needed, e.g. precision teaching training for TAs Support from School2School team	SENDCo SENDCo	INSET days/twilights each year As required.	All staff attend training sessions, as appropriate. Learning from training in evidence in classrooms. Request form submissions and support offered

To improve pupil voice for children with SEND at school	C	SEND pupils to be on school council	SEND pupils to be on school council	SLT	Ongoing	Some SEND children members of school council
To improve the progress for children with communication and language difficulties	C, I	Speech therapist to advise staff and provide support materials SALT to work with individual pupils Class TAs to run intervention programmes for targeted children	Speech therapist to advise staff and provide support materials SALT to work with individual pupils Class TAs to run intervention programmes for targeted children	SENDCo Class teachers	Ongoing	Provision map. Class timetables of interventions. SALT interventions observed to be in place.
To improve the attainment and participation of pupils with social, emotional and mental health difficulties	C, I	Miss Caie to offer support for children with MH difficulties and create tailored programme of support as required.	Miss Caie to offer support for children with MH difficulties and create tailored programme of support as required.	Teachers Miss Caie SLT	Ongoing	Miss Caie's timetable

		Signpost parents to support Continue to develop the Blue Room as an emotional regulation area	Signpost parents to support Develop an emotional regulation area within the Book Nook.	Miss Caie Miss Caie SLT		Notes of SLT meetings with Miss Caie show in-depth discussion of specific cases and support given. Support for children in evidence.