



# **Eastbury Community School**

## **Accessibility Plan**

**2019-2020**

**Updated March 2019**

## **Code of Practice**

### **Definition of special educational needs**

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Eastbury Community School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created as part of our annual review.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

## Aims and Objectives

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all 3 -19 years old pupils, irrespective of special need or disability. It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger.

We aim for all students to take part in the day to day life of our school and benefit from the education experiences and services we provide.

At Eastbury we have endeavoured to ensure that all our pupils, staff and visitors are able to access the whole building.

- Electric powered doors have been installed at the Main School entrances and the Reception areas. A further improvement is part of the action plan.
- Electric powered doors have been added to the adjoining school buildings to ensure ease of access. This includes access to the playground and a ramp.
- Disabled toilets are on each floor of the main buildings and a dedicated hygiene rooms for supporting pupils with medical needs
- 5 disabled car parking spaces are available in both school car parks.
- The School buildings has 6 lifts; 1 in technology, 1 near the School Hall located in the Main School Building, 2 in Main Street, 1 in the Wilmington Building and another 1 in the Primary School Building. Staff/pupils that require the use of the lift on a daily basis have access.
- The stage in the Main Hall has a platform lift fitted to ensure wheelchair access for all pupils, staff and visitors.
- Classrooms have desk for wheel chair accessibility which are height and width adjustable.
- The canteen has a specialist dining table for wheel chair accessibility that matches other furniture throughout the canteen.
- Specialist plates and cutlery are available to support students with special medical needs.

## **Hearing Impairment**

- Pagers and flashlights positioned around the Hearing impaired unit and key areas of the school site. ( Secondary School at present)
- The school hosts the borough provision for deaf students and continually reflects on the developing communication needs of those children, e.g. FM systems, Sound field systems, audio logical management, interpreters and deaf instructors.
- Associate staff are actively involved in developing a BSL/signed approach to their areas of responsibility, i.e. canteen staff, reception staff and midday supervisors.

This plan operates alongside the school's SEN policy and is consistent with it in terms of principles and approaches to resourcing. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs of our pupils and staff.

## **Summary of Actions**

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- In-class support for deaf students is provided to meet individual communication needs.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Ensure pre-teaching materials are available for students requiring BSL and that a level 6 educational interpreter will communicate those materials alongside a reader for the deaf.
- Continually review the environment of the school to continue to provide an atmosphere where all pupils feel safe and valued.
- Continue to promote an understanding of disability and work to how positive models of people with disability. We will avoid stereotypes and use language which emphasises the person rather than the disability
- Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding
- To establish a culture of mutual trust and respect between all members of the Eastbury Community,
- To continue to build a community that respects the celebration of achievement at all levels.
- Regular training opportunities to update specialist knowledge in relation to access.
- Involvement of students and parents to reflect on current practices with a view to improving facilities via questionnaires and feedback.
- Ensure that the governing body of the school are closely involved in the reflection of practices.

**Accessibility Plan**

**April 2019**

	<b>Targets</b>	<b>Strategies</b>	<b>Time Frame</b>	<b>Success Criteria</b>	<b>Responsibilities</b>
<b>Short Term</b>	Make staff aware of the need to consider accessibility when new developments are made and when new pupils are admitted.	Inform at staff briefings/weekly bulletin of changes to individual circumstances, as well as updating pupil passport & profiles Ongoing training Drop-in surgeries	Frequent and where necessary	A well informed staff meeting the needs of all our pupils and will facilitate their individual need	EHT SLT BFPM SENCO
	Make available written materials in alternative formats	Include statements in all official documents that alternative formats are available if needed			
	To establish close liaison with parents, outside agencies for pupils with ongoing health needs, e.g. children with severe asthma, epilepsy or mobility issues	To ensure collaboration and sharing between school, families and key personnel. Update health care plans	Ongoing 2019-2020	Inclusive accessibility of written material.	SLT – Curriculum Access SENCO SEN Teachers
	Main Entrance and side entrance doors to be wheelchair accessible	To replace existing fire doors with automatic bi-fold doors	Completed Summer 2018	Clear collaborative working approach Improved access to all parts of the school.	EHT SLT – Curriculum Access SENCO TA's EHT, Governors, SLT/BFPM

	<b>Targets</b>	<b>Strategies</b>	<b>Time Frame</b>	<b>Success Criteria</b>	<b>Responsibilities</b>
	To increase visibility awareness around the school	<p>To install visibility strips in the following areas:</p> <ul style="list-style-type: none"> <li>- Science and Technology Classrooms</li> <li>- Stairs and handrails</li> <li>- Skirting boards and pipe work covers under radiators</li> <li>- Door frames, handles and locks</li> <li>- Light switches</li> <li>- Label classroom doors with visual signs</li> </ul> <p>To install blinds in the ARP classrooms to avoid blurriness</p> <p>To install dimmer switches or such lighting as deemed appropriate</p> <p>Kerb edges to be highlighted in yellow paint</p>	<p>Spring - Summer 2019</p> <p>Completed Summer 2018</p>	Improve visibility around the school.	EHT Governors SLT / BFPM
<b>Medium Term</b>	<p>Audit of all practices and policies to establish appropriateness to meet the needs of all disabilities depending on pupils, staff and visitors at Eastbury.</p> <p>Audit of all signage to ensure that it is clear and useful for differently abled persons</p> <p>Provide CPD and training for staff to teach differently able pupils, where appropriate.</p> <p>To promote the involvement of disabled pupils in classroom discussions / activities</p>	<p>Undertaken when policies and practices are reviewed</p> <p>Seek advice from Local Authority / other schools / specialists</p> <p>Decide which teachers(after audit) would require training to differentiate curriculum to support differently able pupils</p> <p>Within the curriculum, the school aims to provide full access to all aspects of</p>	<p>Ongoing 2019-2020</p> <p>TBC</p>	<p>All policies clearly reflect inclusive practice and procedure</p> <p>All areas of the school are made more accessible to all staff, pupils, visitors, including those who are visually and hearing impaired</p> <p>Teachers can meet the</p>	<p>EHT SLT – Curriculum Access SENCO TA's</p> <p>EHT SLT – Curriculum Access BFPM SENCO</p>

	To take account of variety of learning styles when teaching	<p>curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>-Wheelchair access</li> <li>-Screen magnifier software for the visually impaired</li> <li>- 5 members of staff have received Elkan training</li> <li>-Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>-Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	<p>Ongoing 2019-2020</p> <p>Ongoing 2019-20</p>	<p>requirements of all our pupils</p> <p>Improved and increased pupil access to the curriculum.</p> <p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>	<p>EHT SLT – Curriculum Access BFPM SENCO</p> <p>Whole School Approach</p>
<b>Long Term</b>	<p>To improve physical environment of school</p> <p>All new build work considers the needs of differently abled staff, pupils and visitors</p>	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, and more accessible facilities and fittings .</p> <p>Sound system in the Main hall</p>	Ongoing 2019-20	<p>Improved access to all parts of the school , including all new buildings and refurbishments</p>	<p>HT Governors SLT / BFPM</p> <p>Capital funds, EFA grants and surplus funding</p>

Signed by:

Chair of Governors: .....Date: .....

Executive Headteacher: .....Date: .....

Agreed at the Governing Body Meeting on: **20<sup>th</sup> March 2019** Minute Reference: **Agenda Item 4.1**