Eastcroft Park Accessibility Plan

2017 - 2019

Review frequency: Every three years

Approval: Governing body free to delegate to a committee of the governing body an individual governor or Headteacher.

DFE
Statutory policies for schools
Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law September 2014
At Eastcroft Park we set out to ensure that the Equality and Diversity Act 2010 supports the removal of barriers in every area of school life for disabled children and adults. This aim is also underpinned by the school’s Mission Statement and other policies that ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn.

Vision

The school’s vision is to:-

- treat disabled children and adults equally and can participate in the curriculum;
- take reasonable steps to avoid putting disabled children at a disadvantage;
- publish an Accessibility Plan on the school website and ensure that it is monitored by the Governing Body and Senior Management Team on an annual basis;

The Accessibility Plan will:-

- audit strengths and weaknesses in working with disabled children and adults;
- identify the nature of the school population including pupils already in school and moving through it and the nature of the future using information available;
- ensure Equality and Diversity priorities are met;
- ensure the full participation of disabled children in school life;
- ensure that the school is organised in a way that impacts on disabled children’s access to the curriculum and the school’s extended activities;
- disabled children make expected progress from their starting point;
- the views and aspirations of disabled children inform the Accessibility Plan;
- the views of Governors and parents inform the plan;
- school policies in the future are challenged with regard to disabled children;
- the physical environment of the school ensures that disabled pupils can take advantage of the whole curriculum;
- ensure that the Governing Body takes responsibility for the Accessibility Plan and its evaluation;
- ensure that when necessary the Action Plan is made available in a variety of ways;
- ensure that school works with other agencies to put the plan into action (e.g. Social Services).
The school has identified other policies that support the implementation of the Accessibility Plan:

- Mission Statement
- Special Educational Needs and Disability Policy
- Local Offer
- Equality and Diversity Policy
- Behaviour Policy
- Safe Guarding and Child Protection Policy
- Health and Safety Policy
- Site Security Policy
- Missing Person Policy
- Attendance Policy
- Confidentiality Policy
- RE Policy
- CPD plan

The Accessibility Plan is set out in three key areas and will be monitored by the staff, SMT and Governing Body each year and revised on an annual basis. Three key areas will support the school in improving access:
Key Areas:-
1. Physical Environment;
2. Access to curriculum and learning;
3. Access to written information.

<table>
<thead>
<tr>
<th>Priority - Physical Environment/ Accessibility</th>
<th>Outcomes</th>
<th>Time</th>
<th>Resources £</th>
<th>WHO?</th>
<th>Reviewed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent contact details/lists up to date and accessible</td>
<td>Parents/ Carers contactable quickly - Parentapp</td>
<td>Sept 2017</td>
<td>Admin time</td>
<td>Business Manager Admin DSO HT SENCo</td>
<td>Business Manager and HT</td>
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<tr>
<td>Risk Assessments for Fire/Emergency Plans - pictorial explanations of alarms and procedures</td>
<td>Access easy for pupil and staff in new classes</td>
<td>Sept 2017 and April 2018</td>
<td>Site Manager time</td>
<td>Site Manager Class teacher SENCo Parents</td>
<td>SENCo</td>
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<tr>
<td>Priority - Access to the curriculum and learning</td>
<td>Outcomes</td>
<td>Time</td>
<td>Resources £</td>
<td>WHO?</td>
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<tr>
<td>New Curriculum 2015</td>
<td>Planning in the New Curriculum 2014 is to ensure accessibility for all pupils. Support staff to be involved in planning</td>
<td>Sept 2017</td>
<td>Class risk Assessments Site Manager Risk Assessments Fire Posters to be reviewed</td>
<td>Site Manager SENCo HT Teachers Governors</td>
<td>Site Manager</td>
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<tr>
<td>Ensure that all groups of learners have access to the curriculum through good attendance levels.</td>
<td>Achieve full potential and make expected progress.</td>
<td>July 2018</td>
<td>SLAs Pupil Premium £</td>
<td>HT Govs DSO Family Support Worker Class teachers Admin staff Parents</td>
<td>Governors</td>
</tr>
<tr>
<td><strong>Priority— Access to written information</strong></td>
<td><strong>Outcomes</strong></td>
<td><strong>Time</strong></td>
<td><strong>Resources £</strong></td>
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<td>Symbol software/visual Layouts/visual timetables</td>
<td>Pupils are as independent as possible.</td>
<td>June 2018 And Sept 2017</td>
<td>SENCo £</td>
<td>SENCO Computing Subject Leader Teaching Assistants</td>
<td>SENCo</td>
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<tr>
<td>Ensure that important information for parents/carers is accessible in different forms e.g. website/policies/access to staff</td>
<td>Parents receive high quality information in an appropriate manner.</td>
<td>Sept 2017</td>
<td>SENCo time</td>
<td>SENCo HT Pupil Premium Lead Business Manager DSO Admin Family Support Worker</td>
<td>Governors</td>
</tr>
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