

# Englefield CE Primary School

## Equality Access Plan 2023-26

*Definition (Equality Act 2010) - “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”*

This plan as required by the Special Educational Needs & Disability Act (SENDA) 2001 seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

The School's Vision and SEND Policy make clear the school's approach to the delivery of the curriculum. The school actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the Headteacher.

To ensure that developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the day to day organisation of building maintenance and the governors' Building Development Plan. .

### **Review and Evaluation:**

This plan has the status of a policy of the Governing Body and will be reviewed in accordance with the agreed schedule of policy review. It is monitored and evaluated by the School Administrator who reports on progress made to the Finance Buildings & Staffing Committee of the Governing Body.

*Sowing the Seeds for a Flourishing Future*

## Access to the Curriculum

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>How we monitor</u>
<b>Create effective learning environments in school that benefit all pupils.</b>	1) Ensure all classrooms and resources are organised to meet pupil need including quiet areas for withdrawal and suitable furniture placement for walking frame access.	Review annually once class lists have been finalised.  Ongoing according to the changing needs of the pupils.	Budget requirements built into ICT, Buildings and Curriculum	HT/SLT undertakes learning walks to identify consistency and areas for further work in our development of SEN friendly classrooms
<b>To create appropriate environments and make any necessary changes to allow disabled and disadvantaged pupils to access all resources with ease</b>	2) Ongoing programme of staff training  3) Review all displays to ensure they are clear and accessible to all pupils.  4) Check that all classrooms have been organised to meet needs of SEND pupils. e.g. Visual timetables, check height of displays, appropriateness of learning prompts etc	Training built into programme  Ongoing – through learning walks – feedback and review	Staff meeting time  Leadership time for SENDCo	HT/SENDCo to monitor provision and accessibility of classrooms and facilities for all pupils
<b>Availability of documents in alternative formats.</b>	5) Ensure varying formats are used for information for pupils according to need, including coloured paper and large print.	Ongoing according to the changing needs of the pupils.	Coloured paper	Teachers and office staff

## Access to the Extended Curriculum

<u>Target</u>	<u>Tasks</u>	<u>Timescale</u>	<u>Resources</u>	<u>How we monitor</u>
<b>Increase participation in all school activities for all pupils irrespective of disability or disadvantage</b>	1) Audit participation of disabled and disadvantaged pupils in extra-curricular and peripatetic music activities.	Termly audit of activities in terms of attendance, range and appropriateness.	Funding for vulnerable pupil places at after school clubs.	Office system for checking applications for clubs.
	2) Audit participation of all pupils in extracurricular activities and review reasons for non-participation – not always because families are financially disadvantaged.	Consider accessibility and any support staff issues to be overcome when establishing a club.	Positive discrimination if required, in line with requirements of Equality Act 2010	Spreadsheet of participation for PE coordinator/secretary to monitor.
	3) Identify any barriers to be overcome.		Use Sports Premium to make the 'inactive' active.	
	4) Ensure all after school activities are accessible to all students.		Folder of external sports clubs for parents to access.	
	5) Consider the full range of pupils when booking educational visits – both day and KS2 residential.	Annually when planning residential and day trips.		
	6) Ensure risk assessments are detailed and appropriate and that early consultation with parents/ carers for residential trips is a priority.			

Access to the School Buildings and Grounds				
Target	Tasks	Timescale	Resources	How we monitor
Evaluate site access to meet diverse needs of pupils, staff, parents and community users.	1) Review all evacuation plans to ensure that all needs are met in emergency and no child/ren or adults' safety is compromised	Current and ongoing – resources might be required to meet needs of any new pupils. e.g Braille for visually impaired.	Individual evacuation procedures for key pupils/staff.	Annual in-house Health & Safety Audit, report to Finance, Buildings & Staffing Cte
	2) Review and adapt Critical Incident Planning to ensure safety for disabled pupils	Current and reviewed when a new pupil is admitted whose needs are not met by the current plan	Met in-house as part of day to day management of facilities.	
Review of Policies and Planning				
Target	Tasks	Timescale	Resources	How we monitor
Ensure all policies consider the implications of the Equality Act 2010 including disabled pupils and staff	Review, adapt and consult with staff and parents on Behaviour Policy, Anti-Bullying Policy, Administration of Medicines Policy  Involve School Council in reviews – build into the SC's agenda	As part of school review cycle	Questionnaires, parents forum meetings, school council meetings	Review of policy schedule, identify policies for review and assign them to governor agendas
Increase awareness of disabilities and how they may affect people in our school and community	Review content of PSHE lessons and adapt as appropriate in line with amended requirements.	September 2019 then update as needed	Subject Leader time	Learning walks, classroom observations & book looks
	Ensure assemblies raise awareness of all pupils to the differing needs of others	Review content annually	Collective worship theme planner	Assembly monitoring file