

# Exwick Heights School Policy



# Accessibility Plan Policy

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## ACCESSIBILITY PLAN

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**Member of staff responsible:** Trudy Cronin

Exwick Heights School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

**The definition of disability is as below:**

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

**We recognise our duty under the Equality Act 2010**

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

**Schools and LEAs must:**

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

### **Scope of the Plan**

This plan covers all three main strands of the planning duty:

1. *Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated purposes.*

Exwick Heights School is a purpose-built building which has taken into account the need for access for all. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty and liaise with specialist agencies such as 'ROVIC' (regular adults of the environment).

2. *Increase the extent to which disabled students can participate in schools' curriculums.*

The curriculum is carefully designed to meet the needs of learners and students access a broad and varied curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools are expected to plan to improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual students.

### *3. Improving the delivery of information to students with disabilities*

Any students requiring additional support are clearly identified on entry to Exwick Heights School. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some students are allocated additional support in morning registration where communication is used extensively and monitored on a daily basis by support staff. This part of the duty covers planning to make information normally provided by the school in writing to its students – such as handouts, timetables, textbooks, information about school events – available to disabled students. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the students' disabilities and students' and parents' preferred formats.

#### **Other related school policies**

Equality for disabled students is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

Equalities Policy

Behaviour Policy

Admissions Policy

SEND policy

Medication Policy

#### **Aims**

Exwick Heights School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all students

- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate (an enhanced risk assessment may also be completed if appropriate)
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- liaising with regular adults alongside specialist agencies such as ROVIC and Hearing Impairment Team
- Individual Healthcare Plans to meet medical needs within school
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities and making any necessary and reasonable adjustments.
- planning the physical environment of the school to cater for the needs of students with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for students with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

#### **Actions to ensure equality for students with disabilities**

1. We shall undertake staff, parent, and pupil surveys and analyse data to ensure that no group feels disadvantaged

2. As a result of the analysis, we shall:

- write an action plan which includes targets
- make the policy and targets known to all teaching and ancillary staff, students and parents
- monitor the success of the plan
- The plan will be reviewed annually by Trudy Cronin

3. The Governing Body will review progress against the plan annually.

#### **Monitoring**

Exwick Heights School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- Admissions

- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on Parents for Exwick Heights, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

**Exwick Heights Primary School's Priorities Plan for 2022 - 23**

	Strategies	By Whom	Resources	Specific aim
Offer opportunities for all parents and carers of pupils with additional needs to engage with support regularly and informally through a half termly <b>Parent Support Cafe</b>	Opportunity to develop communication channels between home and school through the offer of peer support in an informal setting. The Family Support Worker and SENDCo/Deputy Safeguarding Lead will also be in attendance to support and signpost organisations.	TC/LP/GT		
Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of	Student profiles on SEND students to be regularly updated to highlight measures staff can take to address needs of individual students e.g. not to seat near a window, to seat where lips can be read etc.  IT additional support to be reviewed and updated as	TC /PH  TC/ME	Pupil profiles and advice from other agencies as appropriate. Little Wandle Rapid Catch Up, Communication in Print and other programs as required.  SEN laptops and chromebooks. At present students are able to access	To enable staff to differentiate effectively for the physical needs of our students.  To support students who would benefit from these programs in order



<p>education and associated purposes.</p>	<p>required with additional training for staff and students as required</p> <p>Students to be supported where recommendations have been made by Occupational Therapy and ROVIC.</p> <p>Maintain yellow lines to mark edges and change of height for visually impaired staff and students.</p>	<p>TC</p> <p>PH</p>	<p>physio sessions with TA support, toileting support, a differentiated curriculum, writing slopes and pen/pencil grips.</p> <p>Students can also use books with coloured paper and coloured overlays for reading. In addition:</p> <ul style="list-style-type: none"> <li>• Wedge cushions</li> <li>• Pen/pencil grips</li> <li>• Theraputty</li> <li>• Weighted blankets</li> <li>• Fiddle toys</li> </ul> <p>Yellow reflective paint in place to demarcate stairs, pillars and key routes around the school.</p>	<p>to fully access the curriculum and respond to it.</p> <p>To enable students to have their physical health needs met.</p> <p>To support safe passage around the school site</p>
<p>Individual Healthcare Plans to be drawn up where physical needs relating to health conditions may impact on education. Staff to action these</p> <p>Application for special consideration</p>	<p>Healthcare Plans and medications as required.</p> <p>Separate room, additional invigilators and other arrangements as required</p>	<p>TC and Reception staff SLT</p> <p>EB/CN</p>	<p>To ensure students and their parents are consulted about physical needs and actions taken to minimise impact on education/attendance. Where appropriate, ensure that there is consistency between EHCP and IHCP</p> <p>To ensure SEND students are not unfairly disadvantaged in their exams. Ensure that</p>	<p>To ensure that all appropriate personnel are fully cognisant of the individual health needs and school provision to meet those needs.</p>

made, guidance from STA and DFE followed.			special/additional support is applied for in a timely manner with all necessary evidence to support said application.	
Increase the extent to which disabled students can participate to ensure that all aspects of school life are accessible	<p>In line with SEND policy, an SEN Support Plan will be drawn up for students who have identified needs</p> <p>Parents and students will be consulted about their plans and staff will differentiate appropriately. This may mean the curriculum needs to be adjusted for all students in a class/year group or for an individual</p> <p>SEND students are monitored through reviews, parental meetings and the QAR.</p> <p>Staff are given regular training on frequently met conditions and any conditions that are new to the school. (New staff are given additional training and information about supporting commonly met conditions). Healthcare plans are drawn up for new pupils if appropriate and reviewed annually for</p>	TC/GT	<p>Pupil profiles and associated resources</p> <p>SENDCo and SLT to consult with specialists as appropriate ie visual impairment team, occupational therapists</p> <p>CPD and resources stored on T drive. Plans and associated medicines. Online training modules. Engage fully with MAT wide training opportunities through organisations such as MAST.</p>	To ensure students' needs are met in school.

	<p>students in line with school policy.</p> <p>Students who have an EHCP or who have been identified as having additional needs will have an enhanced, personalised transition into secondary provision as appropriate.</p> <p>All students who receive exclusions or high levels of sanctions to have their needs reviewed and additional support as required. Exclusions data to be monitored regularly. Parents, students and staff to be consulted regularly about equality within Exwick Heights Primary.</p> <p>Emergency Asthma and Epipen medication to be kept in school.</p>			<p>To ensure we can support asthmatic students in an emergency.</p> <p>To ensure we can support students in an emergency if they forget their epipen. Children's epipens are kept in clearly marked plastic boxes in their classroom.</p>
Improving delivery of information to students with disabilities	<p>Use of IT for reading and scribing. Students to have access to IT to facilitate this or a TA may be used.</p> <p>Dyslexia friendly resources used e.g. yellow books and paper,</p>	TC/Team leaders	Clicker 7, Google Docs and Windows Dictation i.e. voice activated available in school. Students also have access to touch typing lessons as appropriate. Laptops, Chrome Books and tablets available for use in school. Books with coloured paper	To ensure students can access resources and information.

	reading rulers. Dyslexia mentoring also in place.		and reading rulers. TA mentoring and 1:1 support.	
Monitoring of sanctions to ensure they are not the result of unmet needs.	Home/School books, reports or emails used to ensure parents can also tell us if needs are unmet. Speech and language interventions run if therapeutic assessment recommends them. We aim to ensure that all Sp and L recommendations are embedded in the classroom provision. Interventions to support children whose learning is impacted upon by sensory needs also run for students identified as likely to benefit. Pupil profiles and additional resources on the T drive produced to help staff differentiate appropriately for the most common forms of need.	PH and Team leaders	Behaviour/Inclusion meetings highlight necessary resources e.g. EP report and actions, mentoring, TA support etc.  Home school books or resources. SALT and sensory resources e.g. Black Sheep.  SEN support resources on T drive.	