The Eliot Bank and Gordonbrock Schools Federation

Accessibility Policy and Plans

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1. Aims

The purpose of the plan is to:

- increase the extent to which disabled children can participate in the curriculum;

- improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided; and

- improve the availability of accessible information to disabled children.

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. We are committed to providing an accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Plan

3.1 Accessibility Plan 2019-2022

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Eliot Bank and Gordonbrock **Increase access to the curriculum for children with a disability**	A member of the school's leadership team is responsible for inclusion. They work closely with their team members to support children with disabilities. There are regular meetings to review provision. The curriculum is constantly reviewed to ensure it meets the needs of all children. It is constantly adjusted to reflect pupil's interests. Our school offers a differentiated curriculum for all children. Quality first teaching with teachers making adjustments based on best practice. Classrooms are optimally organized for children with visual and auditory impairments and ASD. We use resources tailored to the needs of children who require support to access the curriculum. All provision is adjusted to ensure children with disabilities have full access e.g. school visits/ school journeys/ breakfast club and after school activities. Curriculum plans include examples of people with disabilities, supported by a range of resources. We hold regular events which celebrate disability e.g. differences week Curriculum progress is tracked for all children, including those with a disability. Underachievement is identified and gaps in learning is rapidly addressed. Children with disabilities are discussed in senior leadership meetings to monitor their access and ensure the best provision is in place. Targets are set effectively and are appropriate for children with additional needs. Staff work closely with outside agencies, implementing all recommendations. Transition arrangements (in school and to secondary schools) are detailed and followed up when necessary. Care plans are written and shared with relevant staff. Mental health of children is a high priority with a range of strategies and support structures already in place	Ongoing training for all staff to deepen their knowledge and understanding of the adjustments necessary within their classrooms to ensure inclusion. Staff training on aspects specific to the needs of individual children. Continue to develop specialised equipment and resources. iPads for children with specific recording difficulty. Specific training in word processing skills through Touch Type Programme. Laptops Slope boards and a variety of adjustable resources for children with fatigue problems or physical disability. Continue and embed differences week challenging stereo types and negative attitudes to disability. Develop the school's support for the mental health of children.	Plan annual programme of CPD to include understanding of disability and how this can be promoted within the curriculum. Children with disabilities to be tracked as an item in pupil progress meetings. Use all opportunities to celebrate the achievements of disabled people e.g. assemblies. All curriculum reviews to include the identification of opportunities to teach about disability. Identify any new resources, particularly the use of technology to support teaching and learning of disabled children. Risk assess all visits/provision to ensure any child with disabilities have full access. Buy in additional support as necessary. Make use of current best practice together with future training to ensure mental health issues are identified and addressed.	DH Inclusion DH Inclusion/ SENDCo DH Inclusion DH Curriculum DH Inclusion/ Computing co-ordinator Mental health champion.	Ongoing	Children with disabilities are achieving their full potential and are included in all aspects of school life. Children without disabilities have a positive attitude to those with disabilities. They can identify and celebrate disabled people who have made a significant contribution

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Eliot Bank and Gordonbrock **Improve the delivery of information to children with a disability**	A range of communication methods are used to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations including visual timetables • Fire alarm (visual and auditory) in every classroom.	Regularly review signage making sure it is fit for purpose. Use Resources manager to adapt any resources to ensure accessibility for individual children.	Review all new curriculum schemes of work to ensure appropriate resources are purchased.	DH Curriculum Resource manager	Ongoing	Children with disabilities have full access to all information.
Eliot Bank **Improve and maintain access to the physical environment**	Despite the significant challenges of the building and site (with numerous steps and stairs) the school has made significant adjustments to maximize accessibility. The school commissioned a specialist survey for advice. Improvements include installing ramped access from street level to the school building (although this cannot be DDA compliant), reception area counter level, automatic entrance doors, hand rails, disabled toilet in gym and children's centre, lifting chairs, emergency escape routes and steps highlighted in yellow, non-slip paint.	To meet the physical needs of any individual children who attend the school now and in the future. Develop ramped access at the rear gate. Develop ramped access to higher level of KS1 playground. Develop ramped access to reception classrooms.	Investigate cost of ramped access to the school's rear gate, KS1 playground and reception classrooms Continue to make use of additional adults to support children with physical needs.	DH Inclusion/ Premises manager	December 2019	Access to school for those in wheelchairs is enhanced Any child with a physical disability can attend the schools and fully access the curriculum.
Gordonbrock **Improve and maintain access to the physical environment**	Gordonbrock school is built to DDA requirements. The following have been addressed: • Lift • Corridor width • Disabled toilets and changing facilities • Emergency escape routes • reception area counter level • hand rails, • lifting chairs, • emergency escape routes • steps highlighted in yellow, non-slip paint.	To meet the physical needs of any individual children who attend the school in the future.	Pre admission meeting with parents/carers and health advisors to identify aspect of the building that would need adaptation. If reasonable, make the adjustments.	DH Inclusion with premises Manager	When required	Any child with a physical disability can attend the schools and fully access the curriculum.

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4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body

5. Links With Other Policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report