

Ecton Village Primary Academy Accessibility Plan

2016 – 2019 (Updated in December 2017)

Section 1: Vision statement

In accordance with Schedule 10, relating to Disability, of the Equality Act 2010, Ecton Village Primary Academy (the Academy) has prepared an Accessibility Plan. The Board of Directors of Hatton Academies Trust are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.

The purpose of the plan is to assess the Academy and make recommendations regarding its suitability and effectiveness in ensuring that users with disabilities are able to access all aspects of Academy life to the fullest possible extent.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

The Academy is committed to providing equality for all pupils, their parents/carers, staff and other users of the Academy. This is reflected in our school aims which are:

Together: Educating, Achieving and Motivating. These are reinforced through our school values and rewards system where children earn Ecton Hearts for demonstrating the values of kindness, co-operation, engagement and resilience.

Three main areas have been assessed:

- the extent to which disabled pupils are able to participate in the curriculum;
- the physical environment to enable disabled pupils to fully access all services and opportunities; and
- the availability of written information to disabled pupils and/or their carers.

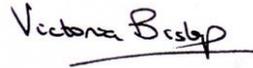
This Accessibility Plan should be considered alongside other policies:

- Special Educational Needs Policy
- Inclusion Policy
- Safeguarding Policy
- Health & Safety Policy

The Plan will be updated annually by the Academy, and reviewed by the Board of Directors of Hatton Academies Trust.

The Plan will be shared with all staff and be available on the Academy's website.

Approved by: Victoria Bishop CEO



Date: 20th December 2017.....

Next review date: December 2018.....

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the academy will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability. The SEN and pastoral team work closely with outside agencies to tailor provision to the individual needs of each child.</p> <p>Due to the small number of pupils at the Academy, staff (teachers, TAs) have received training for specific individuals as required.</p>	<p>Teaching staff to work closely with SEN team to identify needs and implement specialist provision as required.</p> <p>Ensure that all staff are trained in the relevant area as needs arise.</p>	<p>Teaching staff to have regular meetings with SENCo.</p> <p>An individual access plan will be prepared for each pupil with a disability to</p>	<p>Principal</p> <p>SENCo</p>	<p>Embedded by Sep 2017</p> <p>As required.</p>	<p>Tailored provision is implemented in a timely and consistent manner.</p> <p>Completed Sep 2017.</p> <p>Access Plans in place and used by all relevant staff.</p>

	<p>These have included visual impairment, learning difficulties (dyslexia, dyscalculia), physical impairment, speech /language and emotional difficulties.</p> <p>The Academy, where possible, facilitates 1:1 or small-group work for those children whom are unable to access the curriculum within the classroom setting.</p> <p>All children, regardless of disability are able to attend all clubs/social events. All trips are suitable for all children to attend.</p>	<p>Create a larger team of specialists/trained TAs to enable more children to receive 1:1 or small-group tuition.</p> <p>Ensure that all children are able to access all curricular and non-curricular activities.</p>	<p>identify and action their specific needs.</p> <p>The SENCo has implemented a programme to obtain High Needs Funding for eligible children.</p> <p>Each new visit or activity will be reviewed to ensure there are no barriers for any pupils.</p>	<p>SENCo</p> <p>Office/Principal</p>	<p>Ongoing.</p> <p>Ongoing.</p>	<p>Increase in High Needs Funding.</p> <p>HNF/EHCP funding now received for two children.</p> <p>All children able to partake in all activities.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The Academy is situated mainly in a Victorian building with various extensions added over time. There is also a mobile classroom.</p> <p>Currently, no child or adult requires wheelchair access.</p> <p>An audit of the suitability of the access has been performed (see Section 3)</p>	<p>The age of the building and the number of pupils means that any children requiring special access would need to be assessed on an individual basis. Improvements or re-configurations of the classrooms would be implemented on an as-required basis. The Academy would be willing to undertake any reasonable</p>	<p>Individual access plans to be prepared as required. Recommended improvements to be implemented.</p> <p>Review of emergency evacuation routes and procedures.</p> <p>Review of access and toilet facilities for disabled visitors.</p>	<p>Office/SEN</p> <p>Office</p> <p>Office</p>	<p>As required.</p> <p>July 2017</p> <p>July 2017 Extend to July 2018.</p>	<p>Individual access plans in place.</p> <p>Updated emergency procedures. Completed July 2017.</p> <p>Improved toilet facilities.</p>

		modifications.				
Improve the delivery of written information to pupils	<p>A member of staff has been trained in the provision of large-font educational materials for the use of a child.</p> <p>Staff are aware of the requirement to ensure all children/carers receive written information in a format suitable for their needs.</p>	Ensure that staff are aware of the services available for converting written information into alternative formats.	Staff to receive training if required for specific needs.	SENCo	As required.	Training completed. Evidence of provision of suitable written materials.

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	Mostly single story. Staff room and two intervention rooms are on the first floor.	Consideration of whether all pupils can access intervention rooms safely or whether they require assistance. Interventions to be done on ground floor if necessary.	SEN/Principal	As required.
Corridor access	Corridors and doors are of variable width. Three of the four classrooms are accessible by wheelchair.	None until required. Reconfiguration of classrooms is possible should it become necessary.	Principal	As required.
Lifts	No lifts on premises.	None – unfeasible to install lift given the nature of the building. Activities can be rearranged to the ground floor if required.	SEN/Principal	As required.
Parking bays	There is no parking on site.	None.		
Entrances	<p>Entrance to the Academy grounds for a wheelchair user is possible via the vehicular entrance to the playground.</p> <p>The main office entrance is wheelchair accessible with assistance.</p> <p>No doors have automatic opening or disabled user operating systems.</p>	<p>Should a wheelchair user require access for infrequent visits, staff are available to provide assistance.</p> <p>Should a wheelchair user require regular access, an individual plan will be devised and any reasonable improvements/adjustments made as necessary.</p>	<p>Office</p> <p>SEN/Office/ Principal</p>	<p>Ongoing</p> <p>As required.</p>

Ramps	<p>Ramped access to school hall entrance.</p> <p>Ramped access to mobile classroom (gradient slightly too steep for unassisted wheelchair access).</p> <p>There is no ramped access to the Reception class.</p>	See actions above.		
Toilets	One staff toilet is partially adapted for a disabled user.	Toilet area to be assessed to identify any improvements that can be made to make the area more suitable.	Office	December 2017
Reception area	<p>Accessible from the playground or via the hall.</p> <p>Assistance required to open doors.</p>	None.		
Internal signage	There is limited internal signage due to the small size of the school. Emergency signage meets all current regulations.	None.		
Emergency escape routes	<p>From the mobile classroom, there is a ramp to the playground, then the field slopes gently to the emergency assembly point. Assistance would be required for a wheelchair user.</p> <p>From the rear fire exit, the path is narrow through the garden area and there is a short but steep slope down onto the field. Assistance would be required for a wheelchair user.</p>	<p>Consider whether the field is the most appropriate emergency assembly point.</p> <p>Create individual emergency evacuation plans for pupils with a disability that may hinder their recognition of an emergency situation or their safe passage to the assembly area.</p>	<p>Office/Health & Safety advice/ Principal</p> <p>Office/Principal</p>	<p>July 2017</p> <p>As required.</p>