

Eastcroft Park

Accessibility Plan 2024-2027

Approved by:	The Governing Body	**Date:** April 2024
Last reviewed on:	March 2024	
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including, staff, pupils, parents and Governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Context of the School

Contextual Information

The school is a single storey building. All classrooms are accessible from outside and there is ramp access from the Early Years, Key Stage 1 and Key Stage 2 playgrounds. The majority of the school building and playground is accessible for a child in a wheelchair.

The Current Range of Disabilities within Eastcroft Park Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, food allergies, toileting issues, Dyspraxia, Downs Syndrome and Dwarfism. When children enter school with specific disabilities, the school contacts other professionals for assessments, support and guidance for the school and parents. A care plan is put in place and shared with the relevant staff supporting the child.

We have a number of children who have asthma, and all staff are aware of these children. An asthma register is kept in the school office. Inhalers are kept in the classrooms and a record of use is noted. A school inhaler is kept in the office and written permission has been asked from all parents whose children have asthma for this to be used in emergencies.

Some children have allergies or food intolerances/cultural food choices. All medical information is collated and available to staff in the class, the school kitchen and Breakfast club.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

4. Action Plan

Target/Success Criteria	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum To ensure pupils who require additional resources can access the curriculum. Create effective learning environments for all utilising feedback from pupil groups. All staff can identify and support pupils needs across the school.	Review accessibility of IT including iPad and available laptops Ensure Pupils have access to learning materials to support their learning. Purchase of Digital resources to engage and increase access to the curriculum both in school and remotely. Train TAs and staff in line with required resources and interventions. Review of resources within pupil progress meetings e.g. handwriting grips, wobble cushions, chairs etc. • Pupil Health Plans are reviewed termly. Planned transition	September 2024 ongoing.	Laptops/iPad Fidget/sensory equipment. £5000 SEN budget annually. Dyslexia and autism friendly resources. Differentiated resources i.e. spelling mats etc. Visual/hearing impaired resources. Intervention resources purchased i.e. dyslexia, chance to talk, talk boost, etc. Learning support teacher on site 1 day per	SENDCO MENTAL HEALTH LEAD. HEADTEACHER CLASSTEACHERS CURRICULUM LEAD SUPPORT STAFF LEARNING SUPPORT TEACHER	Lesson Observations Ongoing Monitoring (see monitoring cycle) Pupil Progress Meetings.

	allows for good communication and ongoing support. Ensure all classrooms and resources are organised in accordance with pupil need. Help desks are available and accessible within classes. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties e.g. Makaton, autism, epilepsy, diabetes, epi pen, team teach etc. TA access chance to talk and talk boost training. Share good practice within school. Seek issues and feedback from ongoing monitoring cycle. Monitoring review of SEND outcomes and progress annually.		week - SLA		
Access to wider curriculum Increase participation in school activities.	Audit participation in extracurricular activities and identify any barriers. Ensure school activities are accessible to all students. Active Soccer to support extra curricula activities for all at lunch times Prospect Sports to support extra curricula activities after school. Participate in area events for partner schools e.g. Boccia, Athletics etc. Additional risk assessments for individual pupils if required. Implement daily mile to support obesity strategy	Termly	Additional staff hours to support pupils if required. £600 annually	Progressive Sports afterschool led. PE Lead. Knowsley PE Partnership. All staff	Annual report to Govs.
Attitudes To promote positive attitudes to disability	Purchase new PSHE Jigsaw Scheme. Identify areas to raise awareness and support. Review Assembly Programme: widen focus in line with Jigsaw scheme. Involve local disability groups in assemblies	Summer 24.	Jigsaw Scheme £1000 annual	PSHE and SRE Lead.	Pupil Voice. Learning Walks

	and visits to school. Regular items for newsletter highlighting achievements of pupils with disabilities. Ensure environment supports achievements of individuals with disabilities.				
Access To be aware of the access needs of disabled children, staff, and parents/ carers	Ensure height of shelves, resources etc. can be accessed by all e.g. Library, Main office counter. Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process as required. Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school o Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school. Ensure there is an accessible disabled toilet and changing area.	April 2024 2024 Review Termly September 2024 Annually Termly September 2024 Devolved Capital-site to be agreed and quotes acquired	Site Manager Time SENDCO Time SENDCO Time Car Park Markings	Headteacher SENDCO SENDCO Site Manager Headteacher	Learning Walks Pupil Voice H&S Gov Report

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body.

It will be approved by the Governing Body.

6. Links with other policies

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

- Risk assessments
- Health and safety policy
- Fire Risk Assessment
- Equality information and objectives (public sector equality duty) statement for publication

- Special educational needs (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy