



# Eton Wick C of E First School Policy Document

<b>Accessibility Plan</b>	
<b>Category:</b> Statutory	Approved by Headteacher: 
<b>To be reviewed by:</b> Headteacher/FGB	<i>Date: September 2019</i>
<b>To be reviewed:</b> Annually	Overviewed by FGB: D. Stacey
<b>Next review due by:</b> September 2020	<i>Date: September 2019</i>

***This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.***

## 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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

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

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

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken	Outcome
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Eton Wick offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>'Live Marking', enabling groups of children to have instant feedback</p> <p>Pre-teaching of concepts where needed</p> <p>Pupil and teacher dialogue about targets and next steps</p> <p>Regular review of curriculum</p> <p>Pupil Progress meetings discussing the needs of pupils and putting in additional interventions where needed.</p> <p>Termly meetings to discuss learning with parents and carers, and additional meetings where needed.</p>	<p>All children will feel valued in their learning both in and out of the classroom.</p> <p>Children will feel a sense of purpose to their learning and</p> <p>Children will be supported with clear targets</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps to enter the building</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> <li>• Reflective/calm spaces</li> </ul> <p><i>Unisex Disabled toilets and changing facilities</i></p>	<p>To maintain the physical environment.</p> <p>To adapt the environment according to individual needs as and when required for individuals.</p>	<p>The physical environment will be accessible to all.</p>

*We are all developing and learning and growing; Achieving Success in a Caring Community.*

*A farmer went out to sow his seed. As he was scattering... seed fell on good soil*

*Taken from St Matthew's Gospel, chapter 13: The Parable of the Sower (NIV)*



<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>To ensure that communication is presented in a way which can be accessed by all parents/carers, including those with learning needs, disabilities or cultural barriers.</p> <p>To ensure that all children are communicated to in a way which they can access the curriculum and their individual learning.</p> <p>To have a range of opportunities to communicate and celebrate children's achievements through celebration assembly, parent/teacher consultations and newsletters.</p>	<p>Children understand the information shared to them at their level of learning, increasing</p>
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