



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

ACCESSIBILITY PLAN

January 2024

This is a statutory policy and is ratified by the Governors sub-committee Students and Curriculum.

This is updated every 3 years.

1.Vision and Values

This plan outlines the proposals of The Ecclesbourne School to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which students with disabilities can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
- Improving information delivery to students with disabilities

1.1 The school also recognises their responsibilities towards employees with disabilities and will;

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

2.Aims

Compliance with the Equality Act 2010 is consistent with the school's diversity, equality and inclusion policy and the operation of the school's SEND policy.

2.1 The school recognises their duty under the Equality Act 2010 and therefore;

- are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school;
- will not discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- will not treat disabled students less favourably;
- will take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's rights to confidentiality.
- provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles.
- we are aspirational for all our students and celebrate their unique contribution to the life of the school.

2.2 We want our students to be:

- happy, confident with high expectations
- resilient, independent and resourceful
- caring, friendly and compassionate
- open-minded and adventurous with broad horizons
- ambitious, successful leaders and team players, ready for future challenges

2.3 In a school that:

- Provides excellent teaching and a wide range of challenging learning opportunities - academically, physically and emotionally
- Values every student as an individual and is ambitious for every student regardless of their background, previous achievements, talents or individual barriers to learning
- Is nurturing, caring and welcoming
- Is reflective and always striving to improve
- Develops student and adult leadership and participation at every level

3. Legislation & 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 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.

This policy complies with our funding agreement and articles of association.

4. Monitoring Arrangements

This plan will be reviewed every 3 years but may be reviewed and updated more frequently if the need arises. Progress against its objectives will be evaluated annually through the Whole School Improvement Plan.

It will be approved by the Student and Curriculum sub-Committee.

5. Other relevant policies

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

- Health & Safety Policy
- Equality Information & Objectives (Public Sector Equality Duty) Statement
- Equality, Diversity and Inclusion Policy
- Special Educational Needs & Disability (SEND) Information Report
- Admissions Criteria
- Supporting Pupils with Medical Conditions Policy

6. Accessibility Plan

This plan seeks to set out the ways in which The Ecclesbourne School provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment;
 - the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010).
- 6.1 Accessibility is addressed under the following headings:**

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents

ACCESSIBILITY PLAN 2024-2027

Premises: Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>Access:</p> <p>To be aware of the access needs of all students/children, staff, governors and parents/carers</p> <p>Ensure all staff & governors and other volunteers / visitors to the School are aware of access issues</p>	<p>Gather data around access needs through KS2-3 liaison with feeder primaries at the point when a child begins at the School.</p> <p>Create access plans for individuals as required. Annual reminder to parents/carers to inform School of problems with access to areas of the School that have occurred during the academic year.</p> <p>Raise staff awareness of Accessibility Plan as part of induction.</p>	<p>January 2024 and ongoing.</p>	<p>Lower School Office</p> <p>SENDCO</p> <p>SLT</p> <p>CLT</p>	<p>All new students and parents/ carers have access to the physical environment.</p> <p>Health care plans are in place for students with specific needs.</p>
<p>Health care plans are in place for staff and students with physical and mental difficulties.</p>	<p>Health care plans, meetings booked in.</p> <p>The need for health care plans for students and staff takes place as part of the induction process.</p> <p>Meeting with health professionals prior takes place prior to staff and students joining the school.</p>	<p>Ongoing</p>	<p>SEND Team and Medical Staff</p>	<p>Health care plans are in place for staff and students.</p>
<p>Ensure all areas of site are accessible throughout the year as far as is practically possible</p>	<p>Site Services Team improvement plan to be set as a priority on their WSIP plan.</p> <p>Seasonal site maintenance practices, e.g., gritting.</p> <p>Regular site walks with Accessibility Plan focus.</p>	<p>Daily check to ensure the school is clear of obstructions</p>	<p>Facilities Manager</p> <p>Site Services Team</p>	<p>Site accessibility maintained throughout the year including provision for access during building/renovation work.</p>

Exterior lighting: safe access for all	Check exterior lighting is working on a regular basis.	Ongoing checks - 3 monthly	Facilities Manager Site Services Team	Site records demonstrate adequate lighting
Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required	SENDSCO Facilities Manager Site Services Team	All students and staff working with them are safe. Fire/emergency evacuation drills demonstrate adequate provision – reviewed by SLT termly.
Ensure that the School passes its Fire Safety Audit including keeping training for staff up to date. Equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Annual audit Regular checks through the year	Learning Services Facilities Manager Site Services Team	All personnel and students have safe independent exits from the School. Fire/emergency evacuation drills demonstrate adequate provision - reviewed by SLT termly.
Ensure that the buildings remain fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access.	As works are undertaken	DH Learning Services Facilities Manager	That buildings are fully accessible and easily travelled by all staff, students, parents/carers, visitors.
Curriculum: Improving Access to Information				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken.	Annual check	Deputy Head of Pastoral Care ICT Services Manager	Compliant website

Ensure access for students with visual and hearing impairment. Review of provision for hearing impaired students.	Ongoing meetings with sensory support services.	Ongoing	SEND Team	Building is accessible to students with both visually and hearing impairments.
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including website, text, email, student-post. Ensure all parents/carers are aware that the School can provide communication in large text, via telephone/meetings to meet needs. Check that correspondence sent home is accessible in relation to reading ability language, etc.	Ongoing	DH Learning Services ICT Services Manager	All parents/carers become aware of alternatives available and how these can be accessed.
Ensure information in all SEND reviews is accessible to all parties	Provide a choice of formats for students and parents/carers and respond to their views on reviews.	Ongoing	SENDCO	Parents/carers have choices about how they are communicated with and how they provide their points of view.
Curriculum: Improving access to the Curriculum:				
Targets	Strategies	Timescale	Responsibility	Success criteria
Curriculum adjustments ensure fair access for all.	Consider the needs of all students when planning lessons and adjust resources accordingly such as text size, paper colour, writing equipment, classroom position, and differentiation and so on as appropriate. Ensure all staff have access to the academic, pastoral and SEND data of students whom they teach to ensure they can plan and deliver to meet their needs.	As required in response to student need	All staff	All students access fully the curriculum provided. Structured conversations as appropriate with parents/carers. Students meet their METS and make significantly positive progress.
Ensure teaching and learning methods and environment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support.	As required in response to student need	SENDCO All staff	Students meet their METS and make significantly positive progress.

support children with speech impairment	Specific programme as required through liaison with Speech Therapy service.			Progress confirmed by observations and formal assessment.
Ensure teaching and learning methods and environment support children with hearing impairment	Adjustments as appropriate to the child's specific needs which may include: quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops, microphones. LSO support as required.	As required in response to student need	SEND All staff	Students meet their METS and make significantly positive progress. Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Adjustments as appropriate to the child's specific needs which may include: Child faces board, glasses worn, modified print, alternatives to visual media, access to ICT resources.	As required in response to student need	SEND All staff	Students meet their METS and make significantly positive progress. Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Risk assessment which may include: support in classroom environment including arriving/leaving early, corridors and pathways unobstructed and clear of hazards. Doorways wide enough for wheelchair use, ramps as required. Access to lifts or lessons timetabled to ground floor to ensure access. Early exit from classes. Direct access to Refectory and serveries at lunchtime. LSO support at lunchtime – reserved tables. Medical input/physiotherapy as set out in Statement/EHCP or personal care plan.	Support as required Regular review of Statement/EHCP or personal care plan.	SEND LSOs DH Learning Services	Students meet their METS and make significantly positive progress. Progress confirmed by observations and formal assessment Children are able to access all activities so far as is practically possible.
Ensure teaching and learning methods and environment support children with	Consistent expectations. Implementation of the <i>Behaviour Policy</i> . Effective teaching and learning.	LSO as required.	SEND Learning Services	Students meet their METS and make significantly positive progress. Progress confirmed by observations and formal assessment

emotional and behavioural difficulties	Use, analysis and intervention based on SIMS Behaviour Manager and My Concern		Pastoral Leadership Team All staff	Children are able to access all activities so far as is practically possible.
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Effective implementation of the <i>Supporting Pupils with Medical Conditions Policy</i> . Accessibility of medication and named trained staff. Awareness of staff when planning DT, PE, Science activities.	Support as required Regular review of Statement/EH CP or personal care plan	SENDCO Medical Team	Students meet their METS and make significantly positive progress. Progress confirmed by observations and formal assessment Children are able to access all activities so far as is practically possible.
Necessary provision is in place to allow all students to access extra-curricular opportunities	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc.	As required in response to student need		All students access fully the curriculum provided
To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through Traffic light system. Provide appropriate interventions.	Ongoing and via assessment calendar	SENDCO/HOF English & Maths/ AAB (reading co-ordinator), pastoral teams	Progress monitored through Year 7 Catch Up premium report and assessment recording and reporting calendar and reports.
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	For all exam/assessment series	SENDCO Examinations Officer	All students can fully access all exams and statutory assessments

