



The Ecclesbourne School

“Learning together for the future”

ACCESSIBILITY PLAN

December 2020

1. Vision and Values

The Ecclesbourne School has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of school life. The School is committed to doing all it can to ensure its provision is accessible to all students, staff, parents/carers, visitors and is driven by our shared commitment to inclusion.

2. 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.

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, this procedure sets out the process for raising these concerns.

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 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.

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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 following Governor Committees:

- a. Facilities/Health & Safety
- b. Students & Curriculum

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
- Special Educational Needs & Disability (SEND) Information Report
- Admissions Criteria
- Supporting Pupils with Medical Conditions Policy

6. Accessibility Strategy

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).

The Ecclesbourne School's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Accessibility is addressed under the following headings:

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

The Ecclesbourne School supports the Special Educational Needs and Disability Act (2010). The School is therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. The School will keep under review access to the physical environment for students with disabilities and review this Accessibility Plan at least every three years.

Evacuation Procedures

The evacuation procedure is adapted to meet the specific needs of individuals with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs/Disability

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(SEND) file. Students who find emergency evacuation difficult may have a (Learning Support Officer (LSO) in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the School, transition within the School or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The Ecclesbourne ICT network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

In constructing the timetable The Ecclesbourne School will give sympathetic consideration to individual needs. Where it is necessary and practical furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The School will assess a student's need for support and examination access arrangements. This will include both internal assessment procedures and external assessment.

Students will be supported to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed by any disability. This includes:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts productions
- Music
- After school and holiday clubs and activities
- Excursions and trips

Where necessary the unsuitability of any event and the need for additional support can be discussed fully with parents in advance.

Information for Parents and Students

Parents will be routinely involved in reviewing provision for their child. The child will also be consulted in the reviews. Large print format materials can be made available if necessary.

If either student or parents have difficulty accessing information normally provided in writing by the School as worksheets, homework or newsletters then the School will be happy to consider alternative forms of provision.

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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.</p> <p>Raise staff awareness of Accessibility Plan as part of induction/September INSET.</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	<p>Lower School Office</p> <p>SENDCO</p> <p>CLT</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</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 set as priority</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>
<p>Exterior lighting: safe access for all</p>	<p>Check exterior lighting is working on a regular basis</p>	<p>Ongoing checks – 3 monthly</p>	<p>Facilities Manager</p> <p>Site Services Team</p>	<p>Site records demonstrate adequate lighting</p>
<p>Exits:</p> <p>Ensure all disabled or impaired people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p>	<p>As required</p>	<p>SENDCO</p> <p>Facilities Manager</p> <p>Site Services Team</p>	<p>All students and staff working with them are safe</p> <p>Fire/emergency evacuation drills demonstrate adequate provision – reviewed by SLT termly</p>
<p>Ensure that the School passes its Fire Safety Audit including keeping</p>	<p>Ensure staff are fully trained and aware of their duties.</p>	<p>Annual audit</p>	<p>DH Learning Services</p> <p>Facilities Manager</p>	<p>All personnel and students have safe independent exits from the School</p>

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training for staff up to date. Equipment checks are regular and defect equipment is replaced.		Regular checks through the year	Site Services Team	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	DH Learning Services ICT Services Manager	Compliant website
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 SEN 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.

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Curriculum: Improving access to the Curriculum:				
Targets	Strategies	Timescale	Responsibility	Success criteria
Curriculum adjustments ensure fair access for all.	<p>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.</p> <p>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</p>	As required in response to student need	All staff	<p>All students access fully the curriculum provided.</p> <p>Structured conversations as appropriate with parents/carers.</p> <p>Students meet their METS and make significantly positive progress.</p>
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy service.	As required in response to student need	SENDCO All staff	<p>Students meet their METS and make significantly positive progress.</p> <p>Progress confirmed by observations and formal assessment.</p>
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	SENDCO All staff	<p>Students meet their METS and make significantly positive progress.</p> <p>Progress confirmed by observations and formal assessment</p>
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	As required in response to student need	SENDCO All staff	<p>Students meet their METS and make significantly positive progress.</p> <p>Progress confirmed by observations and formal assessment</p>

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	to visual media, access to ICT resources, 'Read and Write Gold'.			
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.	SENDCO 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 emotional and behavioural difficulties	Consistent expectations. Implementation of the <i>Behaviour Policy</i> . Effective teaching and learning. Use, analysis and intervention based on SIMS Behaviour Manager.	LSO as required.	SENDCO DH Learning Services Lower School Office Team Upper School Office Team All staff	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 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.	Support as required Regular review of Statement/EHCP or personal care plan	SENDCO LMM	Students meet their METS and make significantly positive progress. Progress confirmed by observations and formal assessment

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	Awareness of staff when planning DT, PE, Science activities.			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/ LSO &USO 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

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