



Accessibility Plan

2023 – 2024

Signed _____

Chair of Governors

Headteacher

Date Reviewed: January 2023

Next Review: January 2024

East Tilbury Primary School

Accessibility and Equality Policy and Plan 2023-2024

This Accessibility Plan complies with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Osborne Co-operative Academy Trust delegates responsibility to the Local Governing Body who are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period, in this case annually.

East Tilbury Primary School provides a nurturing and stimulating environment that supports and celebrates learning. We are actively committed to the inclusion of current and prospective pupils with disabilities into all aspects of school life. We are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will be reviewed annually.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The Equality Duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

General Equality Duty

The Public Sector Equality Duty (PSED) has three main elements.

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Specific duties

Schools have a duty to make reasonable adjustments for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- If a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try to reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

The guidance states that many pupils with a disability will have an EHCP (Educational Health Care Plan) and potentially auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHCP (or the EHCP doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school (after the relevant provisions come into force). The reasonable

adjustments duties on schools are intended to complement the accessibility planning duties and the existing EHCP provisions which are part of education legislation, under which Local Authorities have a duty to provide auxiliary aids to pupils with an EHCP. In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents/carers. For parents/carers of children already at the school, we collect information regularly and have an open-door policy to enable them to share views or concerns, we also have parent/carer consultation meetings three times a year. Regular reviews are undertaken for children who have an EHCP.

Accessibility planning

Accessibility plans in East Tilbury Primary School are aimed at:

- Increasing the extent to which those pupils with protected characteristics can participate in the curriculum;
- Improving the physical environment of schools to enable those pupils with protected characteristics pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to those pupils with protected characteristics pupils.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by those pupils with protected characteristics in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and communication aids. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Physical aids to access education cover ICT equipment, desks, chairs, writing equipment.

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, braille, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parent/carers about their preferred means of communication. The school will consider how all information normally provided in a written format including, school test papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

References

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities <http://preview.tinyurl.com/5wpx9aa>

Equality Act Guidance downloads from the Equality and Human Rights Commission – includes Guidance for education providers – what the equality law means for an education provider <http://preview.tinyurl.com/3md47tk>

East Tilbury Primary School
2023- 2026
Improving the Curriculum Access

Target	Strategy	Success Criteria	Timeframe
<p>Ensure that teaching is appropriately adapted to meet individual needs so that all pupils make good progress from their individual starting points and fulfil their potential.</p>	<p>Senior leadership team and SENCo to monitor classroom practice and outcomes for all pupils Embed and continually review personalised plans and Provision Maps for individual SEND pupils as part of their Passport to Learning SENCo to provide ongoing training for all staff, developing their knowledge and understanding of the wide range of needs across the school and effective strategies to support learning. Continued review of all curriculum subjects to ensure access, particularly in PE and forest schools learning. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Consideration to be given at admission about parents/carers' access needs enabling needs to be met where possible.</p>	<p>Pupil needs are supported. Achievements raised/enhanced. Value added. Suitability of present situation improved. All are able to access the site, leading to greater parental/carers involvement The curriculum is accessible to all pupils</p>	<p>With immediate effect, to be constantly reviewed</p>
<p>All staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum.</p>	<p>SENCo to provide training centred on meeting individual needs. SENCo to monitor planning and classroom practice. SENCo/AHT to support ECTs through planning and mentor meetings.</p>	<p>All pupils regardless of need or disability are fully included in the curriculum.</p>	<p>With immediate effect, to be constantly reviewed</p>
<p>To improve the attainment and participation of pupils with social, emotional and mental health difficulties.</p>	<p>Boxall profiling identifies SEMH needs for every pupil. ETP practice of Trauma Perceptive Practice (US) is embedded across the whole school and staff engage with the Trust wide project of Understanding Behaviour and Supporting Emotional Wellbeing through TPP.</p>	<p>ETP is well informed and proactive in supporting families with SEMH needs. Pupils across the school are supported with emotional health and are able to draw upon a wide range of strategies.</p>	<p>With immediate effect, to be constantly reviewed</p>

	<p>The school to have a succession plan to continue to retain a trained mental health first aid champion for both children and adults.</p> <p>Embed systems to ensure that all aspects of SEMH are delivered in a high-quality way with high-quality resources to support learning.</p> <p>Pastoral Team to be actively involved in the planning and monitoring of pupil mental health.</p>	<p>All pupils have a broad understanding of SRE and are able to apply the school values to all situations.</p> <p>Staff are fully aware and well trained regarding the relationships within the SRE DFE guidelines and are competent to teach in their given year group</p>	
<p>Improve movement in and around the school site: colour contrast, signage, and lighting to meet needs of pupils/visitors with visual impairment.</p>	<p>Clear markings on steps throughout building and outdoor areas.</p> <p>Review current resources available, review any changes to the needs within the school and the community we serve.</p>	<p>Walkways and school areas are made more accessible to visually impaired.</p> <p>Efficient use of facilities as a teaching resource meeting individual or group needs and providing access to a broad curriculum</p>	<p>With immediate effect, to be constantly reviewed</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases in line with government pandemic guidance.</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p>	<p>With immediate effect, to be constantly reviewed</p>
<p>LSA/Support team used efficiently and effectively to optimise their impact</p>	<p>Review LSA/ support staff structure and provision to optimise the impact on progress and outcomes</p>	<p>Pupil needs are suitably/adequately met.</p> <p>LSA/Support team are valued in the difference they make to educating children and the teaching team are supported effectively</p>	<p>With immediate effect, to be constantly reviewed</p>
<p>Continue to train all staff and governors on issues of disability, SEND and LGBT around supporting access to education.</p>	<p>Provide training as it becomes available for Local Governing Body, and staff using NGA, NCoI, One source and internal expertise</p> <p>Discuss perception of issues with staff to determine the current status of school and audit need</p>	<p>Whole school community aware of issues relating to Access</p>	<p>With immediate effect, to be constantly reviewed</p>

2022-2023
Improving the Written Information

Target	Strategy	Success Criteria	Timeframe
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them, and that they are accessible to all stakeholders	Provide information, policies, plans and letters in clear print in "simple" English Ensure website and all documents accessible via the school website can be accessed by the visually impaired. Trust policies are clearly identified on the website and provide clarity of expectations	All aspects of school life promote equality of opportunity for all pupils and promote the school values	On-going
Create and maintain an accurate database of pupils, staff and parents / carers with identified disabilities	Continue to develop the request for accurate information on children's needs regarding disabilities Develop the Bromcom system to acknowledge the disability needs of parent/carers and the potential requirement of school support	Up to date database of needs within school that enables the school to strive to meet all needs	On-going
Continue to ensure that school prospectus, school newsletters and other information for parent/carers is available in alternative formats	Review all current school publications and promote the availability in different formats for those that require it Translation facility available on school website.	All school information available for all	On-going
Review documentation with a view of ensuring accessibility for pupils/ stakeholders with visual impairment	Continue to receive advice from Hearing and Vision Support Service (St Clare's unit) on alternative formats and use of IT software to produce customised materials.	All school information available for all	On-going & as required for the cohort needs
Ensure all information can be readily available in large print, on audiotape or in Braille where needed for both parents/carers and pupils.	Research process for creating braille documents so instructions are clear should the need arise. Train office staff in editing documents for large print and to be recorded auditorily as needed.	All information can be adapted for braille/large print/audio copies when requested.	On-going & as required for the cohort needs

East Tilbury Primary School
2022-2023
Improving the Physical Access

Target	Strategy	Success Criteria	Timeframe
The layout of the school allows access for all pupils and stakeholders to access relevant areas	Continue to consider needs those pupils with protected characteristics, parents/carers or visitors when layout of the school site	The school site is usable by all	Ongoing
The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Care Plan process when required Be aware of staff, governors and parent/carers access needs and meet as appropriate Develop the MIS system to acknowledge the disability needs of parent/carers and the potential requirement of school support Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Care Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parent/Carers have full access to all school activities Access issues do not influence recruitment and retention issues	As required Induction/ ongoing if required Annually Recruitment process
Further develop the playground areas accounting for differing needs and providing a quiet and calm area for children who require this provision	Quiet area completed to the side of KS2 playground Continue to update training to ensure that all Mid-day staff are aware of individual children's needs so they can be directed to supportive play and to support vulnerable pupils effectively. Complete the forest school area to engage all pupils in outdoor learning	Children have access to Quiet Areas as required Forest school provides an exciting and inspiring space to learn outside	With immediate effect, to be constantly reviewed
All visually impaired pupils, parent/carers and stakeholders access the school safely due to the improved signage	Renew, where required, the signage and external access for visually impaired people Yellow strip marks step edges & Windows that open out onto communal areas.	Visually impaired people feel safe in school grounds	On-going
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place Ensure all staff are aware of their responsibilities	All disabled pupils and staff working alongside them are safe in the event of a fire	As required

Ensure accessibility of access to IT equipment including support for hearing impaired where required	Alternative equipment in place to ensure access to all hardware Liaise with VI/HI (St Clere's) on information with regard to the visually-impaired and hearing-impaired pupils	Hardware and software available to meet the needs of children as appropriate	As required
All fire escape routes are suitable for all and new build incorporates appropriate capacity for disabled egress	Make sure all areas of school can have wheelchair access/egress routes visual check	All disabled staff, pupils and visitors able to have safe egress	On-going and as required, as appropriate Weekly by Site Team
Security doors do not impede access/egress for disabled staff/pupils	Install remote opening/closing mechanisms	All disabled staff, pupils and visitors able to access all areas of the site	Research required to establish appropriate fittings