



ST EGWIN'S C.E.  
MIDDLE SCHOOL

# Accessibility Plan

## 2020-2023

Dated – October 2020

Review date – October 2023

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Signed by:

Head Teacher

Mr N Pullan

A handwritten signature in blue ink that reads "N. Pullan". Below the signature is a horizontal line.

Chair of Governors

Mr N Jeacock

Date Adopted

October 2020

Date of Review

October 2023

## **Introduction**

St Egwin's CE Middle School is an inclusive community that focuses on the wellbeing and progress of every student and where all members of our community are of equal worth. We welcome and value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all students 'achieve their very best'. Hence, all students, including those with disabilities, are supported and challenged to fulfil high ambitions. The school's SEND policy and the LA local offer play a substantial role in guiding the school's developing provision for students with special educational needs and disabilities.

## **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the curriculum, the physical environment and written information so that all students with a disability can take full advantage of their education and associated opportunities.

## **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

## **Key Aims**

To increase and eventually ensure for students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## **Objectives**

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
  - To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
  - To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
  - To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

## Principles

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

In performing their duties governors have regard to the Equality Act 2010

- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### 1. Increasing Access for disabled pupils to the school curriculum

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO consults the student and parents about proposed flexible arrangements.

Improving teaching and learning lies at the heart of the school's work. Through self review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Our Special Educational Needs and Disability report outlines the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- Identification of SEND at a very early stage through close liaison with First Schools, supported by individual strategy proposals included on the SEND register.
- Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback (records held on CPOMs)
- Listening to student and parent/carer views and considering them in all aspects of school life.
- Awareness raising programmes for all students about the range of disabilities in the school, creating a supportive base for any disabled student within their tutor group.
- Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- Increasingly specialised in-class support or guidance from LA specialist support teachers
- Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups 1:1 situations and/or adapted timetables.
- Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- Special access arrangements for assessments.
- Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.
- Ready access for parents to staff, with partnerships supported by ongoing home-school liaison.
- A structured and dedicated transition programme for vulnerable students as they enter or transition up to high school
- Multi-agency support coordinated by the school's SEN department

### **Further Developments**

- School is currently further reviewing the curriculum in the light of recent disruptions to education to focus all students into core study skills that will run through main curriculum areas with a potential to add skills lessons to the curriculum.
- Further exploration of assistive technology to aid access to reading and recording.
- Audit of extra-curricular clubs/trips to ensure access to all

## **2. Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

The school environment already incorporates features to ensure accessibility to students with disabilities. These include:

- An adjustable work bench in one of the science labs.

- A disabled toilet and wet room in the PE changing rooms.
- Access to customised furniture and/or equipment available from the LA specialist teaching Teams (vision impairment, hearing impairment and Physical disabilities teams)
- School has a multi-level site but can be accessed via the outside of the building

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual students' needs are met.

Similar attention is given to how students' needs can be met on school journeys and visits. All extra-curricular clubs and activities give due consideration to the diverse needs of our school population so that all have equal access

The school carries out accessibility audits whenever county informs school of a child with specific needs. school is thus committed to working with outside agencies to ensure all students can access all areas of the site.

Future improvements to be done in consultation with the business manager/finance committee. Potential barriers to consider;

- Audit of all external doors (including escape routes) to ensure accessibility (Include access to year 6 yard - currently via steps, scope to ramp?)
- Explore potential for internal lift between floors of the building (improve internal access)
- Audit signage to ensure it is easily accessible to all
- Audit high visibility painting to steps around site
- Consider provision for disabled parking to site

### **3. Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information. This has been supported by recent investment in the school's internet connectivity.

In addition, the school makes the following available as appropriate:

- Differentiated resources with particular attention to reading age, plain English, images and layout.
- Differentiated exercise books (vision impairment / dyslexia)

- Laptops and other digital technologies as learning aids.
- Coloured overlays/ reading rulers for text.
- Tactile resources.
- Readers and/or scribes in exams, where appropriate
- Access to technology to assist in translation and access to translators as necessary

The following opportunities to improve further will be explored:

- Further Investigate opportunities provided by digital technologies.
- Explore and maintain awareness of digital poverty and the impact this has on a student's ability to access school information
- Regular clear and relevant information to parents in home language if required.
- Maintain use of translating services to improve links between school, external agencies and home.

### Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Target	Strategies	Time-scale	Responsibility
<b>1. Increasing Access for disabled pupils to the school curriculum</b>			
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation. Online learning modules if required	On-going as part of rolling CPD plans	SENCo SLT
Examine the curriculum to give increased opportunities to fill gaps from disrupted learning	Investigate curriculum design to ensure all students supported in accumulating study skills	Medium to long term	NW SLT
Further exploration of assistive technology to aid access to reading and recording.	Investigate use of 365 as reading / recording aid  Include in staff CPD Investigate additional software to improve access as necessary	On-going and as required	SENCO ICT (in consultation with LA specialist teachers)

All educational visits/extra curricular clubs to be accessible to all	Develop guidance for staff on making trips/clubs accessible Ensure each new venue is vetted for appropriateness	As required	All staff EVC
<b>2. Improving access to the physical environment of the school</b>			
The school is 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 transition process when required. Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	On-going as required	SENCo
Audit external access (escape routes)	Consider site barriers to disabled students at external access point - ramping of external doors/steps Audit escape routes	On-going and as required  Long term	Head/ Governors/ business manager
Audit internal access and signage	Consider site barriers to disabled students at internally - feasibility of lift to improve internal access Ensure signage accessible	On-going and as required  Long term	Head/ Governors/ Business manager
Audit disabled parking bay for on-site visitors	Consider allocation of disabled parking with ramp access to reception.	Medium term	Head/ Governors/ business manager
<b>3. Improving the delivery of written information to disabled pupils</b>			
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will coordinate/check Parentmail correspondence and will support and help parents	On-going as required	School office

	to access information and complete school forms Ensure preferred parental language is considered		
Explore and maintain awareness and impact of digital poverty	Provide paper copies of communication where digital poverty exists (to include back up work for any child unable to access remote curriculum)	On-going as required	SLT (NW) SENCo Office staff
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered where possible	On-going as required	All relevant staff