



Accessibility Plan

Eastergate C.E. Primary School

**Adopted by the Full Governing Body
12th July 2017
Review Date: July 2020**



Introduction

At Eastergate CE Primary School, we recognise that children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

At Eastergate CE Primary School we demonstrate a commitment to inclusion wherever possible, in order to increase the participation of children with Special Educational Needs and disabilities in the curriculum, and in all areas of school life.

The Disability Discrimination Act 1995 defines a disabled person as one who has “a physical or mental impairment which has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities.” Most children with special educational needs will not be disabled within the meaning of the Act. However, a significant proportion of those who are disabled will have special educational needs.

References:

Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005 www.legislation.gov.uk/ukpga/2010/15/schedule/10

The integration of disabled pupils will be assessed on their individual needs. We would work with the child, the parents or carers, other identified agencies and the LA to establish their needs and requirements. We will endeavour to devise a plan to ensure they are able to access the curriculum and participate in school life.

This policy and objectives will apply equally to all staff, volunteers, governors and visitors to Eastergate CE Primary School.

Anti-Discrimination Duties

It is our duty not to treat disabled persons less favourably, without justification, than their non-disabled peers.

It is our duty to make reasonable adjustments to ensure that persons who are disabled are not put at a substantial disadvantage in comparison to others who are not disabled and vice versa.

Aims and Objectives

In order to provide accessibility for individuals with disabilities at Eastergate CE Primary School we aim to:

- Maintain and where possible increase the participation of individuals with disabilities in the school curriculum.



- Provide a physical environment that allows the access of individuals with disabilities to education and school life.
- Provision to individuals with disabilities suitable materials and resources appropriate to their needs.

Our Commitment to an Individual

When an individual with a disability is known to be coming to Eastergate CE Primary School, we will aim to implement a plan that will:

- Assess any adaptations that may need to make to the environment
- Establish what resources would need to be purchased
- Assess if we have the required skills and expertise amongst the existing staff to support that individual
- Assess any medical requirements. Training may be required.

However, we reserve the right to balance the ability of the school budget to meet any identified provision against how it will impact on the ability of the school to meet its wider obligations to all individuals in the school.

Policy Development

The school Accessibility Plan will consider short, medium and long term priorities and will be reviewed annually and will feed into the school Premises Development Plan.

Any future amendments to the school's Premises Development Plan must consider the Disability Discrimination Regulations and the school Accessibility Plan.

Appendix A: Premises Development Plan (Accessibility)

Premises Works Completed

The following improvements to accessibility have been completed since September 2015:

- Installation of overhead hoist in physiotherapy room
- Installation of hoist and wall mounted changing table in disabled toilet

Resources also purchased:

- Standing Frame
- Wombat Chair
- Sling x 2



Future premises works (as at June 2017)

- Installation of drop kerbing to the rear of the school (for wheelchair access)
- Addition of a pathway for wheelchair users on the school playing field
- Provision of sensory resources e.g. sensory circuits (pupils with ASD) inexpensive.
- Provision of training for key staff to ensure they have the required skills and expertise to support individual needs
- New LED lighting throughout the school to reduce harsh effects of lights: increase the amount of natural light for children with ASD.
- Calming sensory equipment e.g. glow lights, bean bags, play mats.