



# Accessibility Plan

March 2025

## Introduction

This plan outlines how Easebourne CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

## Contextual information

The current premises were refurbished in 2013, prior to Easebourne CE Primary School relocating to the site in September 2013. The front of the building via the main entrance, doors by the music block and main corridor exiting towards forest school are wheelchair accessible, however the rear entrance, nursery entrance and classroom exits are not. There are disabled toilet facilities.

## Aims

Our school will, where relevant, ensure accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- Ensure good access to the **physical environment** of the school, adding specialist facilities as and when necessary. This covers improvements to the physical environment of the school to improve access and physical aids to access education.
- Ensure access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment** which may assist these pupils in accessing the curriculum.
- Make reasonable efforts to ensure the appropriate delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, letters and information about the school and school events. The information should be made available in various preferred formats, as appropriate, within a reasonable time frame.

## Monitoring and Review

The Accessibility Plan will be monitored through the Governing Body and reviewed every 3 years. The school will work in partnership with the local education authority in developing and implementing this plan.

# Accessibility Plan

## 2025 - 2028

| Item                                                                                                  | Activity                                                                                                                                                                                                                                                                                                                                                                                                 | Timescale                                                               | Responsibility/Cost                                     | Impact/Outcome                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PHYSICAL</b>                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                         |                                                         |                                                                                                                                                                                                                                                                   |
| Premises Development Plan                                                                             | <ul style="list-style-type: none"> <li>Monitor and review the Premises Development Plan to ensure accessibility of the site is addressed</li> </ul>                                                                                                                                                                                                                                                      | Annual                                                                  | Headteacher, Premises Manager & School Business Manager | <ul style="list-style-type: none"> <li>Site continues to develop physical aspects of site accessibility</li> </ul>                                                                                                                                                |
| Raise awareness of the access needs of disabled pupils, staff, governors, parents/carers and visitors | <ul style="list-style-type: none"> <li>Create access plans for individual disabled pupils as part of the IEP process when required</li> <li>Be aware of staff, governor and parents' access needs and meet as appropriate</li> <li>Ensure job advertisements make clear that applications are welcomed from disabled candidates</li> <li>Consider access needs during the recruitment process</li> </ul> | As required, through IEPs, recruitment and induction process            | Headteacher, Premises Manager, SENDCO                   | <ul style="list-style-type: none"> <li>Pupils have access to the full curriculum and staff are aware of pupil needs</li> <li>Parents have full access to all school activities</li> <li>Access issues do not influence recruitment or retention issues</li> </ul> |
| Consider seating, lighting and acoustics in classroom layout                                          | <ul style="list-style-type: none"> <li>Ensure staff consider seating, lighting and acoustics in classroom layout through our Communication Friendly Classroom Award</li> </ul>                                                                                                                                                                                                                           | Ongoing through staff training, review and Teaching & Learning Handbook | SENDCO                                                  | <ul style="list-style-type: none"> <li>Improved access for all to learning environment</li> </ul>                                                                                                                                                                 |
| Promote a car park which supports the needs of disabled parents and carers                            | <ul style="list-style-type: none"> <li>Ensure that disabled parking spaces are repainted, maintained and not abused</li> </ul>                                                                                                                                                                                                                                                                           | Autumn 2025                                                             | Premises Manager                                        | <ul style="list-style-type: none"> <li>Disabled parking spaces are not used by non-disabled users</li> </ul>                                                                                                                                                      |

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| <b>CURRICULUM</b>                                                                    |                                                                                                                                                                                                                              |                        |                                                    |                                                                                                                                                                                                                                                                                                                           |
| Increase confidence, skills and knowledge of staff in differentiating the curriculum | <ul style="list-style-type: none"> <li>Staff training on curriculum access and differentiation is ongoing</li> </ul>                                                                                                         | As required            | SENDCO                                             | <ul style="list-style-type: none"> <li>Raised staff confidence in strategies for differentiation and increased pupil participation, e.g. use of coloured backgrounds to support children with dyslexic traits</li> </ul>                                                                                                  |
| Use of resources, including ICT, to support learning appropriately                   | <ul style="list-style-type: none"> <li>Staff training and deployment of appropriate ICT software, e.g. Clevertouch</li> </ul>                                                                                                | Clevertouch – May 2019 | SENDCO/ICT Coordinator & IT Technician             | <ul style="list-style-type: none"> <li>Wider use of SEND resources within QFT in the classroom, e.g. use of coloured IWB backgrounds</li> </ul>                                                                                                                                                                           |
| Positive awareness of disability across the school                                   | <ul style="list-style-type: none"> <li>Review approach to RSHE, RE and Assemblies to ensure disability awareness is taught effectively and that this has a positive effect upon pupil attitudes and understanding</li> </ul> | Annually               | RSHE, Collective Worship & RE Coordinators & Vicar | <ul style="list-style-type: none"> <li>Raised awareness across school community</li> <li>Mark Anti-Bullying Week (Nov)</li> <li>Mark Disability Awareness Day (Jul)</li> <li>Visits and visitors, e.g. epilepsy, Canine Partners</li> <li>Disability charity included within Charity Term and speakers invited</li> </ul> |
| Positive awareness of                                                                | <ul style="list-style-type: none"> <li>Review approach to RSHE, RE and</li> </ul>                                                                                                                                            | Annually               | RSHE, Collective                                   | <ul style="list-style-type: none"> <li>Raised awareness</li> </ul>                                                                                                                                                                                                                                                        |

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| social, cultural and religious diversity across the school                                                                                                           | <p>Assemblies to ensure that awareness of social, cultural and religious diversity is taught effectively and that this has a positive effect upon pupil attitudes and understanding</p> <ul style="list-style-type: none"> <li>• Ensure that the curriculum promotes role-models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability</li> <li>• Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas</li> </ul> |                                | Worship & RE Coordinators & Vicar                            | <p>across school community</p> <ul style="list-style-type: none"> <li>• Continue Y6 locality Interfaith morning</li> <li>• Muslim link (Hamza Ozfaz) developed</li> <li>• Visits to non-Christian places of worship promoted</li> <li>• Topical issues (e.g. refugees, differences) discussed</li> <li>• Use of SEAL materials promoted</li> <li>• Staff familiar with principles of the Equality Plan &amp; use them when planning lessons, creating displays</li> </ul> |
| Full access to trips and extra-curricular activities                                                                                                                 | <ul style="list-style-type: none"> <li>• Provide appropriate support to pupils/parents so that all children are able to access out of hours activities, school visits and residential</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             | Ongoing                        | Headteacher<br><br>Possible costs associated with assistance | <ul style="list-style-type: none"> <li>• All pupils able to access all educational visits and take part in a range of activities</li> </ul>                                                                                                                                                                                                                                                                                                                               |
| Review PE curriculum to ensure PE is accessible to all                                                                                                               | <ul style="list-style-type: none"> <li>• Ensure activities and resources enable inclusive practice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | As required                    | PE Co-ordinator                                              | <ul style="list-style-type: none"> <li>• All pupils will access the PE curriculum and be able to succeed</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |
| Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings | <ul style="list-style-type: none"> <li>• Liaison between school and target school</li> <li>• Discussion with parents and pupils on the transition process</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         | Late spring term & summer term | SENDCo                                                       | <ul style="list-style-type: none"> <li>• Pupils make successful transition</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |

| COMMUNICATION                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                              |             |                                  |                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Appropriate delivery of written information – to be accessible to all                                                                                                                                   | <ul style="list-style-type: none"> <li>• Adapt written communication, as appropriate, to suit needs of staff, parents, carers and other members of the school community.</li> <li>• Review methods to ensure they are appropriate, e.g. through summer RV Parent Survey June 2019</li> </ul> | Annually    | Headteacher, Admin Team & SENDCO | <ul style="list-style-type: none"> <li>• All information is available in an accessible format when requested</li> </ul>         |
| Ensure staff are aware of guidance on accessible formats                                                                                                                                                | <ul style="list-style-type: none"> <li>• Guidance to staff and accessible information</li> </ul>                                                                                                                                                                                             |             | SENDCO                           | <ul style="list-style-type: none"> <li>• All information is available in an accessible format when requested</li> </ul>         |
| Languages other than English to be visible in school                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Develop range of multilingual signs/displays around the school, starting with French</li> </ul>                                                                                                                                                     |             | Class Teachers                   | <ul style="list-style-type: none"> <li>• Increased confidence of pupils and parents to access learning opportunities</li> </ul> |
| Provide information in other formats (languages, symbols, large print, Braille) for pupils and parents or prospective pupils and parents who may have difficulty accessing standard printed information | <ul style="list-style-type: none"> <li>• Access to translators, sign language, interpreters to be considered and offered, as appropriate and if possible</li> </ul>                                                                                                                          | As required | SENDCO                           | <ul style="list-style-type: none"> <li>• Pupils/parents can access information and feel supported and included</li> </ul>       |
| Ensure website is compliant                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Ensure that required information is available on the website and is in an accessible format</li> </ul>                                                                                                                                              | Ongoing     | Headteacher & SENDCO             | <ul style="list-style-type: none"> <li>• Everyone can access key information about the school</li> </ul>                        |
| Monitor racist incidents                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Identify, respond and report racist</li> </ul>                                                                                                                                                                                                      | Ongoing     | Headteacher &                    | <ul style="list-style-type: none"> <li>• Teaching staff are</li> </ul>                                                          |

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|                                                                          | incidents as outlined in the Plan <ul style="list-style-type: none"> <li>• Report the figures to the Governing Body/Local Authority on a termly basis</li> </ul> |                          | Governing Body | aware of and respond to racist incidents <ul style="list-style-type: none"> <li>• Consistent nil reporting is challenged by the Governing Body</li> </ul>                                                                |
| Information about the accessibility plan is reported to parents annually | <ul style="list-style-type: none"> <li>• Question about parent awareness of Managing Equality and Accessibility Plan in parent questionnaire</li> </ul>          | Annually<br>Every summer | Headteacher    | <ul style="list-style-type: none"> <li>• Parents are informed about the school's accessibility arrangements</li> <li>• Parents are aware of the school's approach to Managing Equality and Accessibility Plan</li> </ul> |

# Policy Review Form

Please complete this section when reviewing and updating this document.

*Author*

**Name**

**Date**

Annie Cafferty

May 2019

*Reviews*

**Name**

**Review Period (Every 3 years)**

Simon Trahern

2028

*Change Control*

**Sections Amended**

**Author**

**Date**