

# Eden Park Primary School

## Accessibility Plan

### 2021-24

#### 1. The Legal Framework & Schools Planning Duty

- 1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.
- 1.2. This Accessibility Plan has been produced as part of that duty; its purpose is to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability over the next three years.
- 1.3. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
- 1.4. In line with the legislation the plans focuses on three key areas:
  - increasing the extent to which disabled pupils can participate in the school curriculum;
  - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - And, improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. This duty is anticipatory, and the school has planned for the current and future needs of its pupils.
- 1.6. Attached as Appendix 1 is an Action Plan that sets out a Programme of planned improvements and actions which the school will undertake over the next three years. A success criterion and a review period have been set so that progress and outcomes can be measured.

## **2. Schools Ethos & Mission Statement**

2.1. At Eden Park Academy we are committed to ensuring equality of opportunity. This means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school.

2.2. This is reflected in the school's core values of respect, independence, creativity and team work and the Trust's principles that:

- The Trust will not directly or indirectly discriminate against, harass or victimize disabled children and young people
- The Trust must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- The Trust must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- The Trust should ensure decisions are informed by the insights of parents and those of children and young people themselves who will be fully involved and have regular meetings and updates
- The Trust should have high ambitions and set stretching targets for them
- The Trust will keep under review the additional or different provision that is made
- The Trust will promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- The Trust will work in a multi-agency way, liaising with external professionals from all areas connected to the child.

2.3. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Single Equality Policy
- Eden Park's Special Educational Needs & Disabilities (SEND) Policy
- Eden Park's SEND Offer

Copies of these are available on the school's website.

2.4. It will be the responsibility of the whole school community to implement and follow the principles of this plan.

## **3. Current Good Practice which supports this duty**

3.1. In their last inspection in 2013 Ofsted reported that:

*'Disabled pupils and those with special educational needs are taught well through an effective mix of individual and class support.... Discrimination of any kind is not tolerated in the school. The staff treat all pupils equally, including disabled pupils and those with special educational needs.'*

And;

*'Disabled pupils and those with special educational needs are making faster progress than they have in the past and their progress is as good as others in the school.'*

3.2. Action has already been taken by the school to improve and support children with disabilities accessing the curriculum. These actions includes:

- Providing 1:1 support
- Flexible class structures and deployment of staff
- A buddy system to support those with difficulties
- A designated room for therapy or small group work
- Alternative learning environments
- Individual education plans
- Comprehensive pastoral team
- Teaching Assistants trained in speech and language
- Use of resources (i.e. microphone system) to ensure all children are able to see and hear presentations and assemblies
- ASC Outreach service for Torbay Schools
- Designated autism champion
- Makaton friendly environment
- Wide range of speech and language training including Elkland Training
- Expertise in use of the speech link programme of assessment
- Fully trained Thrive practitioners

In addition transitional planning as children move from class to class, phase to phase and school to school is overseen by the school's Special Educational Needs Coordinator (SENCo).

The SENCo will read records of all new children entering the school and liaise with their current provider to check for information on possible needs – this pre-planning stage includes giving the child and parent/carer a tour of the school to see if there are any issues which might need addressing. The SENCo investigates any action needed and works with the teacher, parents/carers and outside agencies to implement them.

Specialist services the school works closely with include:

- Advisory Teacher for Hearing Impaired
- Advisory Teacher for Visual Impairment from WESC, Exeter
- Disabilities Support Workers
- Occupational Therapists

The SENCo will make sure all staff are aware of the child's needs and meet regularly with the class teachers to ensure that children are achieving their potential and pick up any arising new issues. Regular check-ins with the pastoral team are part of this monitoring process.

3.3. Action has also been taken by the school to ensure pupils with disabilities can access the school's physical environment; this has included:

- Ensuring all floors of the building are accessible either via ramps or platform lifts
- Ensuring corridors and classrooms are well lit
- Ensuring there is a designated accessible toilet and shower room
- Ensuring there are nosings on steps and other hazards are highlighted
- Using carpets and curtains to improve acoustics
- Ensuring there are dedicated quiet areas
- Provision of a sensory garden

3.4. The school has taken action to improve access to information through:

- The pre-planning for any special circumstances such as making use of adult readers
- The reading out of clubs lists in assembly at the beginning of each term
- Teachers flagging up the days lunch menu on the white board and discussing with children each morning

#### **4. Review and Implementation**

4.1. This Action Plan will be reviewed and monitored annually by the Senior Leadership Team

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be assessed to see if they are still valid and if so carried forward with a new review date.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's last action plan, including an update on the status of those actions, is attached alongside the current plan in Appendix 1. Actions that are filled in green are complete, those that are filled in orange are outstanding and have been carried forward to the new action plan if still relevant.

## Eden Park Primary School Action Plan 2021-24

Priority	Lead	Strategy / Action	Resources	Success Criteria	Review Date	Achieved
Access to the Curriculum						
Access to Physical Environment						
Improve access for hearing impaired	<i>Facilities Manager</i>	Install Hearing loop in main areas i.e. reception & hall				
Improve external access around site	<i>Facilities Manager</i>	Re-paint handrails Redo nosings Review lighting Review pathways/steps				
Improve ease of access into buildings	<i>Facilities Manager</i>	Review information given to visitors on access entrance				
Improve internal way-finding for those with visual impairments	<i>Facilities Manager</i>	Review signage throughout school: <ul style="list-style-type: none"> <li>• Consider adding Braille signage</li> <li>• Use of tonal contrast i.e. disabled toilet in Block A</li> <li>• Highlight trip hazards in corridors i.e. lift power packs in CD0159</li> <li>• Consider visual fire alarm system</li> </ul>				
Appropriate use of colour schemes in routine maintenance ie tonal contrasts	<i>Facilities Manager</i>	Review colours used to decorate classrooms; <ul style="list-style-type: none"> <li>• lack of tonal contrast around door surrounds and openings</li> <li>• lack of definition between flooring, posts and walls lack of tonal contrast for some posts near KS2 toilets; some highlighted others not</li> </ul>				
Remove/control glare	<i>Facilities Manager</i>	Review of blinds in classrooms				

Improve access to play area	<i>Facilities Manager</i>	Definition between playground wall and ground for visually impaired				
Develop Woodland Area		Continue making the Woodland Area and Sensory Garden accessible for all. Develop with plants and other gardening materials				
Access to Written Information						