



# Edgewood Primary School

Building skills and values for life

## Edgewood Primary School Accessibility Plan 2023

### **Purpose of the Plan**

The purpose of this plan is to show how Edgewood Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

### **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. Under the Special Educational Needs and Disability (SEND) code of Practice, "long term" is defined as "a year or more," and "substantial" is defined as "more than minor or trivial." The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

### **Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Schools are required to make "reasonable adjustments" for pupils with disabilities under the Equality Act 2010 to alleviate any substantial disadvantage that a pupil with a disability may face in comparison to a pupil without a disability.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which 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
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education

- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Edgewood Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **Contextual Information**

The majority of the school building and playground is accessible for a child in a wheelchair. Foundation stage and KS1 outside areas have been improved in 2015 with the removal of grass in favour of a water permeable rubberised surface so that all children can use it all year round.

Access to the school and library is supported by permanent ramps alongside steps. The school has 2 adapted toilet facilities, sited apart to enable easy use by F1, Ks1 and Ks2. One of these includes showering and changing facilities. Grab rails and adaptable sinks are fitted in specific toilets to support use.

A gravel area with supporting grid is maintained on the main path from the playground into school to ensure wheelchairs and walkers can move over it easily.

### **The Current Range of Disabilities within Edgewood Primary School**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, visual impairment, hearing impairment hemiplegia, allergic reactions, reflex anoxic seizures and sickle cell anaemia.

When children enter school with specific disabilities, the school contacts the LA and Health professionals for assessments, support and guidance for the school and parents. This may lead to a meeting to share information and create a Health care plan if needed. Parents are invited and their input and agreement are needed and welcomed.

We have children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms or in children's pockets, and children can access these at all times. Some children have allergies or food intolerances.

All children who have a Health Care plan, also have a Health Care Photo Card available on the staff noticeboard in the staff room. These give staff an overview of children's needs and any long-term medication they may require. Individual Health Care plans are written by 2 designated staff and communicated to staff. These are reviewed yearly as a matter of routine in September, or whenever any change occurs as indicated by Health and Parents.

We have competent first aiders who hold current first aid certificates, including paediatric first aid. All staff are first aid trained.

All medication is kept in a central safe and secure place which has easy access for first aiders and staff members. Administration of medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

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The table below sets out how the school will achieve these aims.

| <b>Targets</b>  | <b>Strategies</b>   | <b>Outcome</b>  | <b>Timeframe</b>  | <b>Achieved</b> |
|---|---|---|---|-----------------|
| <b>EQUALITY AND INCLUSION</b>   |   |   |   |                 |
| To ensure that the accessibility plan becomes an annual item at Governor meetings.  | SENCO to review yearly with Designated Governor.  | Adherence to legislation.   | Annually with designated Governor<br><br>Annually at Governing Body |                 |
| To improve staff awareness of disability issues.                                    | Review staff training needs and implement as required. Provide training for members of the school community as appropriate. Ensure Health Care plans are kept up to date and shared with all staff. | Whole school community aware of issues.                                     | On-going.   |                 |
| To ensure that all policies adhere to legal requirements                            | Consider during review of policies.   | Policies reflect current legislation.                                       | On-going.   |                 |
| To ensure all pupils have access to school activities, trips and after school clubs | Class teachers to ensure children access school activities at their own level, any barriers are identified and reasonable adjustments are made  | All children can access planned for activities and have equal opportunities | On-going  |                 |

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|  | Where appropriate, specialists are utilised to enable children with SEND to access after school clubs.   |  |   |  |
| <b>PHYSICAL ENVIRONMENT</b>  |  |  |   |  |
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | Audit of accessibility of school buildings and grounds by Governors and site staff. Suggest actions and implement as budget allows.  | Modifications will be made to the school building to improve access.               | On-going.                               |  |
| <b>CURRICULUM</b>  |  |  |   |  |
| To continue to train staff to enable them to meet the needs of children with a range of SEN.   | SENCo to review the needs of children and provide training for staff as needed.<br>Liaise with professionals for advice where appropriate.   | Staff are able to enable all children to access the curriculum.                    | On-going.                               |  |
| To provide specialist equipment to promote participation in learning by all pupils.  | Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, sensory equipment, writing slopes etc. or adaptations to support a new / developing pupil with individual needs new to school. | Children will develop independent learning skills.<br>Children are ready to learn. | Reviewed termly by SENCo in ILP reviews |  |

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|--|--|---|------------|--|
| To meet the needs of individuals during statutory end of KS1 and KS2 tests.                                    | Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. | Barriers to learning will be reduced or removed, enabling children to achieve their full potential. | Annually.  |  |
| <b>WRITTEN/OTHER INFORMATION</b>   |  |   |            |  |
| To ensure that all parents and other members of the school community can access information.                   | Written information will be provided in alternative formats as necessary.  | Written information will be provided in alternative formats as necessary.                           | As needed. |  |
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings. | Staff to hold parents' evenings by Teams, phone or send home written information. Meetings in school may take place where required.                | Parents are informed of children's progress.  | Termly.    |  |

**Approved by governors:** February 2023

**Review date:** February 2024