



## Emmaville Primary School Accessibility Plan 2023 - 2026

### Purpose of the Plan

The purpose of this plan is to show how Emmaville Primary School provides accessibility for all pupils.

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability-related harassment, promote positive attitudes and encourage all pupils to participate in school life.

We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. Emmaville School provides pupils with the opportunity to experience understand and value diversity.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe, caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

## Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (A) He or she has a physical or mental impairment, and
- (B) The impairment has a sustainable and long-term adverse effect of his or her ability to carry out normal day-to-day activities.

## Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

## Contextual Information

We are committed to providing a fully accessible environment which values and includes all pupils. The school building and playground is accessible for a child, parent, carer, child or adult in a wheelchair, and is compliant with DDA regulations.

## The current Range of Disabilities within Emmaville Primary School

The school has children with a range of disabilities which include Autistic Spectrum Condition, Downs Syndrome, Duchenne Muscular Dystrophy (DMD), Diabetes, Foetal Alcohol Syndrome, Auditory processing, Hearing impairment, Visual

impairment, Developmental delays, Gross and Fine Motor skills, and ADHC. When children enter the school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers and spacers are kept in the medical cupboard in the school office and a record of use is noted.

Some children have allergies or food intolerance/cultural food choices and these are recorded and kept in pupil's files and in the school kitchen. Some pupils who have allergies have Epipens and these are stored in the medical cupboard in the school office.

All medical information is collated and kept in the school office.

We have two members of staff, Sue Lawrence and Katherine Barton who have First Aid at Work certificates.

All of the Early Years staff have Paediatric First Aid certificates (10 members of staff)

In addition to the above, we have 12 competent First Aiders who hold current First Aid certificates. This includes teachers, teaching assistants, office staff and lunchtime supervisors.

Four members of staff have been trained by the diabetic team from the RVI, in order to monitor and support a child with diabetes.

A team of four members of staff will have received training in November 2023 for Positive Handling.

All medication is kept in the staff only fridge beside the school office. Administration of Medicines consent forms are completed by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

| Targets  | Strategies   | Outcome  | Timeframe | Achieved |
|--|--|--|-----------|----------|
| Equality and Inclusion   |  |  |           |          |
| To ensure that the accessibility plan becomes an annual item at the FGB meetings   | Clerk to governors to add to list for FGB meetings   | Adherence to Legislation.  | Annually  |          |
| To improve staff awareness of disability issues.   | Review staff training needs. Provide training for members of the school community  | Whole school community aware of issues                               | On-going  |          |
| To ensure that all policies consider the implications of disability access.  | Consider during review of policies.  | Policies reflect current Legislation.                                | On-going  |          |
| Physical Environment   |  |  |           |          |
| 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 the school buildings and grounds by Governors.<br>Suggest and implement as budget allows.<br>Ensure the environment is adapted to the needs of pupils as required (e.g. disabled | Modifications will be made to the school building to improve access. | On-going  |          |

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|   | parking bays/toilet & changing facilities)   |   |  |  |
| Curriculum  |  |   |  |  |
| 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.  | Staff are able to enable all children to access curriculum  | On-going   |  |
| To ensure that all children are able to access all out of school activities e.g. clubs, trips, residential visits etc.                                    | Review of out of school provision to ensure compliance with legislation. Liaise with LA SEN staff to ensure children with disabilities are able to access out of school activities | All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. | 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 required e.g. special pencil grips, slope boards for writing, wobble cushions, fiddle toys.                | Children will develop independent learning skills.  | Reviewed termly by class teachers, TAs and SENCo |  |
| To ensure that all pupils have access to the curriculum (including PE) and targets are set effectively and appropriately for pupils with additional needs | Provide support and resources when and if necessary, to ensure that the curriculum is accessible to all.   | All children will be able to access the full curriculum   | Reviewed termly by class teachers,               |  |

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|  | Liaise with LA SEN staff to ensure children with disabilities are able to access out of school activities |  | TAs and SENCo |  |
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| To meet the needs of individuals during statutory 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  |  |
| Training   |  |  |           |  |
| To ensure that staff are provided with suitable training.    | Assess the training needs of staff through staff meetings, performance management and pupil progress meetings. Record all CPD attended and include information in the Headteacher's report to Governors each term. | Staff will be confident to work with children who have a number of additional needs. Interventions provided will be appropriate to the needs of the individuals. Impact will be measured to ensure progress. | Termly    |  |
| Written/Other Information                                    |  |  |           |  |
| To ensure that all parents and other members of the school   | Written information will be provided in alternative formats as necessary.  | Written information will be provided in alternative formats as necessary.  | As needed |  |

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| community can access information.   |  |  |           |  |
| To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.  | Staff to hold parents' evenings by phone or send home written information. | Parents are informed of children's progress. | Termly    |  |
| <p>To ensure that references made to accessibility plan include 9 policies listed:</p> <p>Special Education Needs Policy</p> <p>School Improvement Plan</p> <p>Equality Policy</p> <p>Behaviour Management (Choices Policy)</p> <p>Assessment Policy</p> <p>Teaching and Learning Policy</p> <p>Curriculum Policies</p> <p>Emergency Plan</p> <p>Health and Safety Policy</p> |  |  | As needed |  |

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Resources Committee.

The Accessibility Plan may be monitored by Ofsted during the inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: Bill Purvis (Chair of Governors)

Date: October 2023

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body • Head Teacher, Avril Armstrong, Deborah Mackay, SENCO • Assistant Headteachers, Maggie McKenna and Bet McPherson • Business Manager, Terri Harrop • Site Manager, Roger Hamilton