

East Tilbury Primary School & Nursery

Accessibility and Equality Policy and Plan January 2015-2018

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Governing Body and The Trust are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

East Tilbury Primary School & Nursery is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will be reviewed over a three year period.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The equality duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

General Equality Duty

The Public Sector Equality Duty (PSED) has three main elements.

1. Eliminate discrimination and other conduct that is prohibited by the Act,
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
3. Foster good relations across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

Specific duties

Schools have a duty to make reasonable adjustments for pupils with a disability. The DfE nonstatutory guidance states that this duty can be summarised as follows:

- Where something a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

The guidance states that many pupils with a disability will have an EHCP (Educational Health Care Plan) and potentially auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have an EHCP (or the EHCP doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school (after the relevant provisions come into force). The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing EHCP provisions which are part of education legislation, under which Local Authorities have a duty to provide auxiliary aids to pupils with an EHCP. In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

Accessibility planning

Accessibility plans in East Tilbury Primary School & Nursery are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

The school will provide adequate resources for implementing plans and regularly reviews them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and communication aids. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment etc. e.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, braille, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parent/carers about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

References

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities
<http://preview.tinyurl.com/5wpx9aa>

Equality Act Guidance downloads from the Equality and Human Rights Commission – includes Guidance for education providers – what the equality law means for you as an education provider
<http://preview.tinyurl.com/3md47tk>

East Tilbury Primary School & Nursery

2015 - 2018

Improving the Curriculum Access

Target	Strategy	Success Criteria	Timeframe	Outcomes
Increase confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required to be organised by CD. 	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	January 2015 Completed	Three Nurture groups have been set up to meet the significant needs within the school. Training has been carried out in attachment and trauma for all staff. CPD programme in place for LSAs.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	<ul style="list-style-type: none"> Review all out-of-school provision to ensure compliance with legislation 	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Updated April 2016 All after school activities are open to all abilities and have adequate access. DBS checks are held for all clubs in school grounds All volunteers within the school have DBS check
Classrooms are optimally organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases 	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going	Updated April 2016 Review of learning environment evidences excellent facilities that are accessible to all children. Layout is adapted according to need (Year Six RM)

Training for Awareness Raising of Disability Issues	<ul style="list-style-type: none"> • Provide training for governors, staff, pupils and parent/carers. • Discuss perception of issues with staff to determine the current status of school 	Whole school community aware of issues relating to Access	On-going and as required	<p>Updated April 2016 CPD calendar evidences extensive training for all staff regarding disability issues.</p> <p>Next steps To provide training for LGB.</p>
Ensure LSAs have specific training on disability issues	<ul style="list-style-type: none"> • Be aware of staff training needs • Staff access appropriate CPD • Online learning modules if required 	All staff aware of individuals needs	As required	<p>Updated April 2016 DHT has organised a CPD needs led timetable, this is in the process of being implemented. CPD has been undertaken in Anaphylactic training, diabetes training, Emotional first aid training, restraint training.</p>
Review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> • Gather information on accessible PE and disability sports (KR)Advice from disabled sports specialists 	All to have access to PE and be able to excel	As required	<p>Updated 2015 Purchased specialist BISI badminton resources for specific SEND children. 2015 Ball with bell for hearing and visually impaired purchased. 2015 Vast amount of differentiated equipment to meet the varying needs of disabled children in school.</p>

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Improving the Written Information

Target	Strategy	Success Criteria	Timeframe	Outcomes
<p>Review information to parents/carers/pupils to ensure it is accessible.</p>	<ul style="list-style-type: none"> • Provide information and letters in clear print in "simple" English • School office will support and help parent/carers to access information and complete school forms • Ensure website and all document accessible via the school website can be accessed by the visually impaired. • Use of child friendly Passport to Learning formats 	<p>All parents/carers and children receive information in a form that they can access</p>	<p>On-going</p>	<p>Updated April 2016 All newsletters are sent out via email, paper copies are available on request. The Local Area Coordinator supports families by sign posting to contact groups. Newsletters can be translated into various languages upon request. Passports are in place and well used by children and parent/carers. Website has been audited and updates are ongoing. PPG review highlighted the website as a positive means of communication.</p>
<p>Make available school brochures, school newsletters and other information for parent/carers in alternative formats</p>	<ul style="list-style-type: none"> • Review all current school publications and promote the availability in different formats for those that require it 	<p>All school information available for all</p>	<p>On-going</p>	<p>Updated April 2016 All publications are on the website and are sent electronically to all parent/carers who have provided an email. Paper copies are also available on request. The website can be translated into many different languages to support access.</p>

<p>Review documentation with a view of ensuring accessibility for pupils with visual impairment</p>	<ul style="list-style-type: none"> • Get advice from Hearing and Vision Support Service (St Clare's unit) on alternative formats and use of IT software to produce customized materials. 	<p>All school information available for all</p>	<p>On-going</p>	<p>Updated April 2016 Larger print is available on request and is in place within the school for visually impaired children. Brail is in place around the school on all key areas.</p>
<p>Raise the awareness of adults working at and for the school on the importance of good communications systems.</p>	<ul style="list-style-type: none"> • Arrange training courses. 	<p>Awareness of target group raised</p>	<p>As required</p>	

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Improving the Physical Access

Target	Strategy	Success Criteria	Timeframe	Outcomes
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<ul style="list-style-type: none"> To create access plans for individual disabled pupils as part of the Care Plan process when required Be aware of staff, governors and parent/carers access needs and meet as appropriate Through questions and discussions, find out the access needs of parents/carers Consider access needs during recruitment process Ensure staff aware of Environment Access Standard 	<p>Care Plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parent/Carers have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>Updated April 2016</p> <p>Risk assessments in place and regularly reviewed for any pupil or staff returning to school will ongoing needs.</p> <p>Access to Work support is used to ensure all staff have equal access to the resources within school.</p>
Layout of school to allow access for all pupils to all areas	<ul style="list-style-type: none"> Consider needs of disabled pupils, parents/carers or visitors when considering any redesign 	Re-designed buildings are usable by all	As required	<p>Updated April 2017</p> <p>An extension is planned to start in October 2017, this will consider accessibility.</p>
Improve signage and external access for visually impaired people	<ul style="list-style-type: none"> Yellow strip mark step edges & Windows that open put onto communal areas. 	Visually impaired people feel safe in school grounds	On-going	<p>Updated April 2017</p> <p>H&S walks evidence good signage is in place. The LGB have been informed via Governor visits.</p>

Ensure all disabled pupils/staff/visitors can be safely evacuated	<ul style="list-style-type: none"> Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties Develop a system to ensure all staff are aware of their responsibilities 	All disabled pupils and staff working alongside are safe in the event of a fire	As required	<p>April 2016 PEEPs are in place for all individuals with specific needs. Fire Marshal training has been delivered by an external provider has been completed with ten staff being trained</p> <p>Next step Further training to take place in the summer term 2017</p>
Ensure accessibility of access to IT equipment	<ul style="list-style-type: none"> Alternative equipment in place to ensure access to all hardware Liaise with VI/HI (St Clere's) on information with regard to the visual impaired and hearing impaired pupils 	Hardware and software available to meet the needs of children as appropriate	As required	<p>Updated April 2017 St Clere's supporting with information and resources for VI VI equipment provides equal access to all IT equipment and curriculum</p>
Ensure hearing equipment in classrooms to support hearing impaired	<ul style="list-style-type: none"> Seek support from St Clere's hearing impaired unit on the appropriate equipment 	All children have access to the equipment	As required	There is not currently a need within school
All fire escape routes are suitable for all	<ul style="list-style-type: none"> Make sure all areas of school can have wheelchair access Egress routes visual check 	All disabled staff, pupils and visitors able to have safe independent egress	On-going and as required, as appropriate Weekly by Site Team	<p>Updated April 2017 Ramps are in place and all areas of the school are accessible. Disabled toilets are available in four areas of the school.</p>
To zone the playground to allow a quiet area	<ul style="list-style-type: none"> Make sure that all Mid-day staff are aware of individual children's needs so they can be directed to supportive play Quiet areas to be developed 			