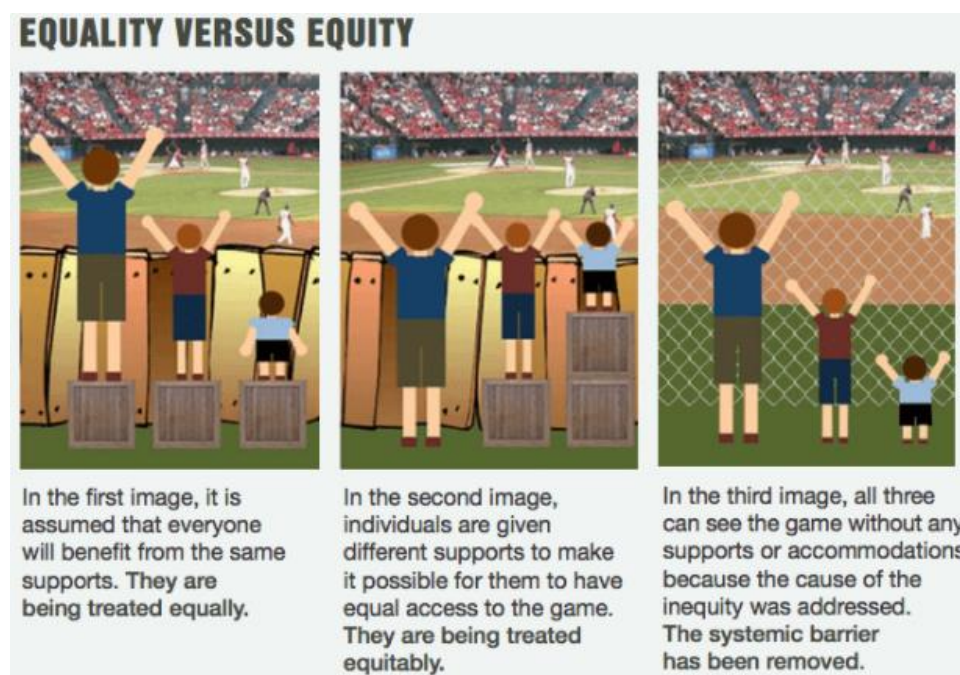


# Accessibility Policy and Plan



## Context

At St. Ebbe's, our vision statement details our aim is to have wise, compassionate citizens with the power to make a difference. Children with specific physical disabilities may need additional provision in order that they may be as curious, courageous and connected as their able-bodied peers. St. Ebbe's is committed to doing all that it can to remove the barriers to personal and educational thriving that children with physical disabilities may experience.



This policy should be read in conjunction with our [Equality and Diversity Policy](#) which outlines the foundational practice and principles which underline this policy as well as our SEND Policy.

Schools are required under the Equality Act 2010 to implement accessibility plans which 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
- Improving the availability of accessible information to disabled pupils

## Policy

### The school will:

- Produce an Accessibility Plan as required by the Equality Act 2010 (SENDCo)
- Train staff in equality issues with reference to the Equality Act 2010 including understanding disability issues
- Include children and parents in the development any personal accessibility plans
- Review this policy and plan every 3 years (SENDCo and Governors)

### How will we know it's working?

- Physically disabled pupils' make progress in line with their peers
- Pupils with disabilities say that they are able to access the curriculum

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- Pupils with disabilities say that they feel safe and supported and can be an active member of the school
- Wellbeing surveys (e.g. PASS) show results in line with their peers
- Drop-in observations will show staff are skilled at adapting provision to support children's needs

## For more information ...

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

[Equality Act 2010 \(legislation.gov.uk\)](#)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

[The Classroom | The National Disability Authority \(nda.ie\)](#)

[OXFORDSHIRE COUNTY COUNCIL](#)

[Oxfordshire School Inclusion Team \(oxsit.org.uk\)](#)

## Accessibility Plan

| <b>Ensure the curriculum is fully accessible for pupils with a disability</b>   |  |                          |
|---|--|--------------------------|
| <b>Current Good Practice</b>  | <b>Further Actions to be Taken</b>   | <b>Date Completed by</b> |
| Our Inquiry-Based curriculum enables learners to make connections which are personal to them and does not put a ceiling on what each individual can achieve | Ensure that classroom books feature children with disabilities   | July 2021                |
| Teachers differentiate learning by providing additional scaffolding in areas where pupils struggle  |  |                          |
| Children with disabilities are identified and access plans recorded on Insight Tracking   |  |                          |
| Staff supporting disabled pupils are fully trained  |  |                          |
| <b>Ensure pupils with a disability can participate fully in school life</b>   |  |                          |
| Adapt class and playtime games to include children with disabilities  |  |                          |
| Whole school events such as May Dance and Sports Day include children with disabilities   | Reflect with children after the event on how inclusive it felt, was there anything we could do differently<br>Plan Learning Exhibitions with disabled children in mind, asking for input from themselves and their peers |                          |
| Ensure other children are invited to join children with disabilities who need to eat separately from the class group  |  |                          |
| Choose class trips that are accessible and ensure all arrangements are in place beforehand  |  |                          |

# Accessibility Policy and Plan



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|--|--|--|
| Make additional arrangements for staffing swimming to ensure access for disabled pupils                                      |  |  |
| <b>Improve and maintain access to the physical environment</b>   |  |  |
| Corridors are wide enough to allow wheelchair access   |  |  |
| The Rainbow Room/Swan Nest provides a private space for physical therapy   |  |  |
| Accessible toilet provides a large space for children who need help going to the toilet/changing                             |  |  |
| No doorways are raised so additional ramps are not required  |  |  |
| Library shelves are at wheelchair accessible height  | Ensure children with disabilities understand which books are available on the higher shelves |  |
| PEEP plans are in place and reviewed annually for all children/adults with disabilities                                      |  |  |
| <b>Improve delivery of information to pupils with a disability</b>   |  |  |
| Resources are in place to enable access to tailored provision – e.g. ICT   |  |  |
| Staff use SCERTS cards/whiteboards/Now and Next boards to communicate information that may not be easily understood verbally |  |  |

|                              |           |
|------------------------------|-----------|
| <b>Approved by Governors</b> | July 2021 |
| <b>Review date</b>           | July 2024 |
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