



Everton Heath
Primary School
Learn – Grow - Thrive

ACCESSIBILTY PLAN

Written by:	Senior Leadership Team
Approved by:	Governing Body
Review Cycle:	Annually
Last review:	September 2023
Next review:	September 2024

Our Commitment to children with SEND We believe that every child deserves the same chances and opportunities in life. Here at Everton Heath Primary School all staff are committed to ensuring that every child grows, learns and enjoys school. We are committed to inclusion and want every pupil to be fully included in every aspect of school life such as lessons, activities, after school clubs and trips. We have high aspirations for all our children and want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND and all staff consistently try their best to ensure that these children's needs are catered for in all areas of school life

This is the Everton Heath's Accessibility plan. We have a statutory duty to produce this document for our school and ensure that it is resourced, implemented and reviewed.

Background Information

The Equality Act 2010 means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". 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 substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Equality Act 2010 outlaws discrimination by schools and Local Education Authorities against either current or prospective students in their access to education.

Other relevant school documents

The Accessibility plan can be in conjunction with the following school policies:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy
- Equality Policy 2012
- Equality Act Information March 2013
- Equality Objectives 2012- 2016
- Equality and Diversity Policy for Staff

Objectives of the Accessibility Plan:

1. Increase access to the curriculum for pupils with a physical disability and/or sensory impairments; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits.

2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

Objective 1: Medical area and accessible toilet to be kept clear at all times to ensure easy access					
Specific Action	Lead	Timescale	Resources	Success Criteria	2024 review and next steps
Evaluate space	Head	July/Sept 2023	Time	<ul style="list-style-type: none"> - Space is clear at all times - Space is able to be accessed by all, at all times 	<ul style="list-style-type: none"> - Review each half term, to ensure it remains as it was at the beginning of the academic year
Clear all unnecessary equipment and resources	All staff	July/Sept 2023	Storage		
Objective 2: Increase action to the curriculum for pupils with physical disability and/or sensory impairments					
Specific Action	Lead	Timescale	Resources	Success Criteria	2024 review and next steps
All staff to be trained to meet the needs of key pupils; both medical needs and ongoing adaptive learning of the curriculum.	Head SENCo	Throughout academic year – (school individual workplan)	PDM time, outside agency, courses	<ul style="list-style-type: none"> - All staff have relevant and up to date training - Pupils receive interventions and their impact is monitored and reviews made - All pupils participate in a range of activities in and outside of the classroom - All classrooms are fully accessible 	
Rigorous monitoring of pupils with disabilities and the impact of the interventions they receive.	Head SENCo	Throughout academic year – (school individual workplan)	Time		
Full Risk Assessments to be carried out to ensure that pupils with disabilities can take part in extra-curricular activities.	Head SENCo	In place Sept, and revised when in extra-curricular activities taking place	Time		
Classrooms are organised so that independence and participation of all children is optimal.	All staff	Sept and revised throughout the year	Money for additional resources as needed		
Regular SEND focussed learning walks.	SLT, which includes SENCo	Throughout academic year – (school individual workplan)	Time over the year (overview)		
Appropriate activities to be designed to account for pupils disabilities and needs to ensure that are included in all	Teachers with support	In place Sept, and revised when in extra-curricular	Time		

school performances and events such as sports day.	from the SENCo	activities taking place			
Objective 3: Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary					
Specific Action	Lead	Timescale	Resources	Success Criteria	2024 review and next steps
Carryout an access audit every two years to ensure the school is accessible to all, in all areas	HoS and Site Manager	Bi-annual	Time	- Site will be accessible for all	