



# ENSTONE PRIMARY SCHOOL

## ACCESSIBILITY PLAN 2022-25

### **Introduction**

Enstone Primary School has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion Statement. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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.

### **Contextual Information**

The main building of Enstone Primary School dates back to 1875 and there is also a 1997 ground floor extension and a 2016 loft conversion. The building is mostly on one level, with just the library and a resource room sited within the loft conversion. All external and internal doors are accessible to wheelchair users.

The hall building was refurbished in the early 2000's and is also accessible to wheelchair users, with a lift available to navigate the short staircase between the upper and lower levels.

The entire site is accessible to wheelchair users; there is a ramp to the main building and a ramp from the playground to the slightly higher ground that leads to the field and hall building. There are no dedicated disabled parking bays in the car park (which belongs to the NPFA); however, we would always accommodate anyone who needed to park near to the building.

Disabled toilet facilities are available in both buildings. A shower room and changing bench is available in the main building.

We make all reasonable adjustments to accommodate the needs of pupils, parents, members or staff or visitors who have disabilities. At present we have no wheelchair dependent pupils or members of staff.

### **Aims and objectives**

Schools are required under the Equalities Act 2010 to have an accessibility plan. The Plan aims, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and adapting the curriculum as necessary to ensure that pupils with a disability are equally as well prepared for life as their able-bodied peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information may be made available in various preferred formats within a reasonable time frame.

This Accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of the school and covers the period from September 2022 to September 2025.

### **Responsibilities**

The Accessibility Plan will be reviewed annually by the board of governors to assess progress and outcomes. We acknowledge that there is a need for ongoing training and raising of awareness for staff and governors in the matter of disability discrimination.

### **Monitoring and Evaluation**

Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis and new plans will be drawn up every three years.

### **Publication**

The School Prospectus will make reference to this Accessibility Plan and it can also be found on the school's website.

The following Accessibility Plan should be read in conjunction with the following school policies:

- Curriculum/Teaching and Learning
- Assessment
- Admissions
- Equalities Plan
- Good Behaviour
- Anti-bullying
- SEN/D

- PSHE and RSE

**Date Adopted:** June 2022

**Review Dates:** **September** 2023, 2024 and 2025

**Senior member of staff responsible:** Sarah Mann (Headteacher)

**Governor Responsible:** Barbara Shaw

**Signature of Chair of Governors:** 

**Signature of Headteacher:** 

## Equality Act

<b>Time scale</b>	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
Annual review of Appendix A in February each year of this plan.	Accessibility plan coproduced with children/young people with SEND, their families and other stakeholders.	To ensure all pupils with SEND and their families and other stakeholders feel included in accessibility planning.	SENDCo to run pupil voice sessions with SEND pupils. Add accessibility questions to annual questionnaires to parents/carers and stakeholders.
Ongoing throughout 3 years of the plan.	All staff and governors to be aware of the Equality Act 2010.	To improve awareness of all staff and governors of their responsibilities and duty under the Equality Act 2010.	Staff and governors to update knowledge by undertaking Equality training via Educare or other suitable platform.
Ongoing throughout 3 years of the plan.	Pupils are involved in the recruitment of teaching assistants and other school staff.	To ensure pupils are able to input into staff recruitment.	Pupil voice is part of all staff recruitment.

## PHYSICAL ACCESS

<b>Timescale</b>	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
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<p><b>Annual review of Appendix A in September of each year of this plan.</b></p>	<p>To ensure school and LA are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.</p> <p>To identify aspects of the school where there are particular barriers for pupils with sensory impairment.</p> <p>To identify areas which cannot be made physically accessible.</p>	<p>Review recommendations in Appendix A section 2</p>	<p>Appendix A section 2 reviewed and actioned with relevant timescale.</p> <p>Progress included in Head teacher's reports to the FGB.</p>
<p><b>Ongoing throughout the three years of this plan.</b></p>	<p>To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment, including classroom layout, décor etc.</p> <p>To continue to improve accessibility of all school buildings and outdoor areas.</p>	<p>To take advice and arrange staff training through our SNA/ST.</p> <p>To make staff aware of LA support services available to advice on adaptation of work, e.g. SENSS.</p> <p>To ensure any building work or renovations being undertaken by the school takes into account and continues to improve the accessibility of the school as a whole.</p>	<p>Staff are able to make necessary adaptations for inclusion of all pupils.</p> <p>Continued programme of maintenance and adaptations to buildings, as appropriate.</p>
<p><b>Ongoing throughout the three years of this plan.</b></p>	<p>To review regularly all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.</p>	<p>Standing item on Resources Committee agenda.</p>	<p>Full physical access to the curriculum for all pupils. Regular review of premises undertaken by staff as part of a termly Health and Safety check. Progress reported to Governors.</p>
<p><b>Ongoing throughout the plan</b></p>	<p>Implement recommendations from the accessibility audit action plan and investigate the use of section 106 money to improve access.</p>	<p>Standing item on the Resources Committee agenda</p>	<p>Continued programme of improvements and adaptations to improve accessibility throughout the school.</p>

## CURRICULUM ACCESS

Timescale	Target	Strategy	Outcome
<p><b>Annual review of Appendix B in September of each year of this plan.</b></p>	<p>To continue to make all staff and governors aware of the implications of the DDA and the range of identified disabilities.</p> <p>To continue to make all staff aware of the National Curriculum Inclusion Statements and to ensure all staff use these to inform differentiated planning and provision across the school.</p> <p>To make all staff aware of available specialist support and to take advantage of the advice and help available.</p> <p>To ensure up to date staff training.</p> <p>To carry out annual school audit of the 'wider curriculum' e.g. clubs, school visits etc to ensure that disabled pupils can participate</p>	<p>Staff meetings. Standing item on Curriculum Committee agenda. Training</p> <p>All teaching staff to review Appendix A section 4.</p> <p>Training, support and advice provided or accessed through SNA/ST and/or liaison with external agencies as appropriate.</p> <p>Arrange specialist training for key staff.</p> <p>Audit of all activities as part of PESS audit and action plan. Use of PESS grant and PPG grant to support inclusion for identified pupils.</p>	<p>Staff and governor awareness.</p> <p>Appendix A section 4 reviewed and actioned with relevant timescale.</p> <p>Strategies to enable full curriculum access for pupils with a range of disabilities are identified in medium-term subject plans.</p> <p>Advice implemented within individual provision for pupils with SEN/D and written into Pupil Profiles.</p> <p>Staff trained to meet needs of pupils with SEN/D.</p> <p>Full inclusion.</p>
<p><b>Ongoing throughout the three years of this plan.</b></p>	<p>Use the access plan to inform graduated approach</p>	<p>SENDCo to review access plan at all curriculum reviews</p>	<p>Access to full curriculum for all SEND pupils</p>
<p><b>Ongoing throughout the three years of this plan.</b></p>	<p>To look at potential intake for following term/year to identify training needs.</p>	<p>To provide access training relevant to whole school and individual pupil needs.</p>	<p>All staff are competent and supported in dealing with wide range of ability/disability.</p>

<b>Ongoing throughout the three years of this plan.</b>	To develop and maintain the above on an annual basis.	To provide training with appropriate support services for relevant staff.	School has a wide range of teaching styles and resources available for all areas of the curriculum All practice reviewed on an annual basis. Progress reported to Governors.
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## ACCESS TO INFORMATION

<b>Timescale</b>	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
<b>Annual review of Appendix C in September of each year of this plan.</b>	To identify any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.	Use Appendix A section 5 to audit provision and develop actions.	Appendix C section 5 written and implemented.  Support Services consulted for advice where appropriate.  Information published on the website in plain English, allowing parents to translate or adapt as needed.
<b>Ongoing throughout the three years of this plan.</b>	To ensure website, policies and information are presented in a family friendly way	Use Appendix A section 5 to improve access to school information	A more accessible and inclusive website, and information
<b>Ongoing throughout the three years of this plan.</b>	To use RM Integris data management system to store home language and disabilities information on current groups of parents and pupils.	Create alternative means of communication as language or other needs are identified e.g. strategies for parents' meetings, adapted written materials, verbal rather than written communication.	Designated DDA co-ordinator (Headteacher and SEND governor) to maintain databases for use as needed.
<b>Ongoing throughout the 3 years of this plan</b>	To improve the diversity of books in the library	Undertake a review of the current library provision, add additional books to improve diversity of materials in the school	More diverse reading materials available for all pupils in the school and preschool.
<b>Ongoing throughout the three years of this plan.</b>	To maintain above practice and review on an annual basis.	Regular review of need and delivery of alternative formats as needed.	Information available for parents and pupils in a variety of formats as needed. Progress reported to governors.

## Appendix A Accessibility Audit

Enstone School	Date of completion 26 <sup>th</sup> January 2022
Name of person who completed audit Barbara Shaw	Role of person who completed audit Equalities Governor/ Chair Resources Committee

### 1. Is your educational setting compliant with the Equality Act 2010?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do you have an Accessibility Plan?	Yes	School Website.		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?			No	SENDCo to run a pupil voice session with SEND pupils.
3	Is everyone in your setting aware of the Equality Act 2010?			No	Staff and governors to update knowledge by undertake Equality training via Educare.
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	Yes	School is inclusive and all activities are accessible to all, no one is excluded. Trips and clubs are facilitated for SEND pupils and pupils		

			with SEND sit on the School Council.		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	Yes	Child centered approach to planning. Pupil profiles show each child's strengths. Two SEND pupils recently sent to an AIM workshop in art.		
6	Have you published your SEN information report?	Yes	School Website.		
7	Is your SEN information report linked to the Local Offer?	Yes	Links in the SEN information report on the school website.		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	Yes	Teaching staff have ownership of the pupil profiles for their class, Teachers plan next steps and help to plan any interventions.		
9	Do you have inclusive, whole school policies, processes and practices?	Yes	School Website.		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	Yes	SEND pupils given places in lunchtime clubs. All pupils supported to attend out of school visits e.g. visit to Natural History Museum. 3 SEN pupils made up the team represented the school in an interschool Boccia		

			competition which they won.		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult?	Yes	e.g. SEND pupils sent to AIM art workshop at CNS. Child with ASD is good at sewing so they help other children in the school improve their sewing skills.		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	Yes	Prospective teachers teach a class at the school and pupils are invited to give feedback informally the recruitment panel.		Ensure that pupil voice is documented in all future teacher recruitment.

## 2. Is your setting physically accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan.
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	Yes	All areas accessible by wheelchair/disabled users in main school and hall buildings, with the exception of the upstairs space in the main school.	No	There is no option to install a lift to the upstairs resource area in the main building. If a child is unable to use the stairs, we will ensure that their class or group are not timetabled any sessions in the upstairs space.

			<p>Lift installed in hall building, but currently decommissioned as it is not needed.</p> <p>Ramp installed in playground.</p>	<p>Appendix A  Recommission the lift as required, to meet the needs of any pupil unable to access the hall stairs. This would require a lift service technician to attend the site.  Appendix A</p>
2	<p>If adaptations are not possible have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?</p>	Yes	<p>If a child is unable to use the stairs, we will ensure that their class or group are not timetabled any sessions in the upstairs space. This is achievable as there are shared spaces which may be used on the ground level. No child will be disadvantaged by not being able to use the upstairs group work room. It may be necessary to create a second library area in 3W if access to these resources became an issue. This action would be considered if a pupil with access needs joined the school.</p>	

			Currently it is not a required action.		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	Yes	Parking in School Hall car park is accessible by path around school. Ramp installed in school playground.		The car park is not the property of the school so no alterations can be made.
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?		Emergency and evacuation systems are in place and effective. Auditory only.	No	No visual components Designated member of staff to assist persons with auditory impairment PEEPs are put in place when needed.
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	Yes	Toilets are fully accessible. There are no changing rooms, children change in their classrooms which are fully accessible.		
6	Are calm low sensory areas available in the setting?	Yes	Pupils can use the resource room, library or garden supervised by an adult. Class 1 has a cozy corner. Each classroom has a calm table which children can access when needed the calm corners have motivational posters and sensory toys.		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?			No	Currently there are no children at the school with a

					physical disability. Classrooms can be easily rearranged.
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	Yes	The classrooms are free from clutter. Workspaces are kept tidy. Seating is chosen carefully for SEND pupils to suit a child's individual sensory needs. Children are provided where necessary with ear defenders and further adaptations.		
9	Is furniture and equipment selected, adjusted and located appropriately?	Yes	Classroom observation. Sinks of different heights installed in curriculum kitchen. Furniture in all classrooms is age-appropriately sized. Specialist seating for identified pupils.		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?		N/A no open plan areas in the school.		
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?		N/A Intercom is not used.		
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with		There are currently no children in the school	No	Worksheets can be provided in large fonts.

	communication and learning difficulties.		with visual impairment.		Signage to be provided in picture format.
13	Are highly visible markings used to ensure the safety of pupils/students with a visual impairment?		There are currently no children in the school with visual impairment.		
14	Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc?			No	Pupils to be consulted via pupil voice.

### 3. Is your setting inclusive?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?			No	Suitable signage to be installed when/if needed
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils	Yes	SEND pupils on the current School Council (and in previous years the Eco Warriors).		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and break time activities?	Yes	All SEND children are able to access all activities including school trips.		Additional staff members to accompany day and residential trips to support children with SEND. Parent allowed to accompany a child if this is their preference and will help to facilitate inclusion

					(e.g. where personal care is needed).
4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events?	Yes	Families in receipt of Pupil Premium get support, Applications are made to the Enstone Relief fund and the school supports parents to apply for DLA.		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	Yes	Class to class transition arrangements are in place including getting to know your new teacher sessions. Additional sessions and visits are arranged for SEND pupils.		
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?			N/A	Children are in fixed classrooms and don't move from class to class during the day.
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	Yes	The school has small group sessions and 1:1 activities to improve social skills such as taking turns as well as sessions on improving communication and vocabulary.		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	Yes	The school works closely with families to		

			improve attendance. The school goes directly to the parent if attendance drops.		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches?	Yes	Anti Bullying policy, school takes part in anti bullying weeks (the last was November 2021).		
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	Yes	The school liaises with parents of pupils with SEND well in advance of activities and trips to ensure inclusivity and that all adaptations are in place to ensure all pupils with SEND can attend. E.g. children on the autistic spectrum are told well in advance, school also contacts parents to discuss adaptations as part of the risk assessment.		

4. Is the curriculum accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of	Yes	Staff always		

	pupils/students with SEND?		encourage each child to reach their full potential. Each child has their own personal journey progress is shown in the pupil profiles.		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	Yes	Training Records. SENDCo just completed SCERTS training. Teachers undertake universal training when available and additional specialised training when supporting children with a particular SEND.		Ensure best deployment of support staff across all classes and all pupils with identified needs. Continue to access training opportunities either via online modules or face to face training.
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	Yes	The school is very inclusive and all SEND pupils take part in music, drama and physical activities.		
4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	Yes	Necessary adaptations are put in place.		
5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	Yes	Pupil profiles highlight individual support needs and these are reviewed every term with parents.		

6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	Yes	Pupils are on a review cycle where learning strategies are tried then reviewed. Pupil will be referred into SENSS if SEND pupil fails to make progress.		
7	Do you use the 'access, plan, do review' cycle to inform the graduated approach?	Yes	This is what informs Pupil Profiles and inclusion provision.		
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?			No	There are not enough children in the school to produce a meaningful data comparison. Aspirations are also difficult to measure, Support is in place to achieve the best outcomes for all SEND pupils.
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?	Yes	See Pira and Puma reports to governors.	No	Not always, but again low numbers make this a statistically difficult exercise.
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	Yes	Individual support in place for pupils, laptops/ dongles provided if family lacks access to broadband and IT.		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?			N/A	School does not use supply teachers.

12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	Yes	Planning meetings are scheduled.		
13	Do pupils/students with SEND have access to appropriate information technology?	Yes	Pupils have assessment and are provided with accessible keyboards, mouse etc if needed also programmes to help with their specific need e.g. Dyslexia Gold.		Annual review of equipment and resources to ensure pupils' needs are met.
14	Do all additional adults, including teaching assistant, build positive relationships, support flexibly and facilitating independent learning?	Yes	Pupils have 1:1 or TA support as well as independent work time to help self motivation and greater independence.		
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	Yes	Children have access to aids such as Numicom and Talking Tins or sensory toys.		

5. How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
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1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for those families who do not have internet access)?	Yes	On the school website. Hardcopies are available also a variety of font sizes upon request.		
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters <a href="http://www.cornwallsendiass.org.uk">www.cornwallsendiass.org.uk</a>	Yes	Links are available in the Accessibility Plan on the school website and leaflets are available in the reception area.		
3	Do you work with parent/carers and young people to ensure that your website is presented in a family friendly way?			No	Parents have fed back in the past via the parent questionnaire and changes have been made to the website but not ongoing. Question to be asked in the next parent questionnaire. <b>Website redesigned and launched autumn 2022.</b>
4	Do you hold review meetings etc at times when parents are able to attend?	Yes	Times are arranged to suit parents.		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	Yes	There is an opportunity for parent voice in the pupil profiles and parents take part in termly reviews. Parents and carers also have direct access to the SENDCo for		

			communications and information.		
6	Is information available in a variety of languages?			No	There are only two pupils in the school whose first language is not English. Parents can ask for documents in other languages and the school will use Google to translate.
7	Is information available in a variety of formats including <ul style="list-style-type: none"> <li>- 'easy read'</li> <li>- large print</li> <li>- symbols</li> <li>- audio?</li> </ul>	Yes	There are currently no children in the school with audio or visual disabilities Accessible information is provided to SEND pupils on a case-by-case basis to suit individual needs.		
8	Are staff familiar with IT used to share information with people with disabilities?			No	Training and support to be provided according to pupil need.
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	Yes	Pupils know to speak to their form teacher in the first instance, then to the SENDCo, Childline details are posted at the school.		
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	Yes	Link in the SEN Information report and the appendix to the SEN Policy.		

11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	Yes	School offers to lend IT equipment to families without internet. This was done during covid closures.		
12	Do you use the Local Offer and School Messenger to keep up to date with SEND developments?			No	The school has purchased the LA SEN support package which provides advice and briefings to keep the SENDCo up to date. The SENDCo then disseminates to other staff and governors.