



Disability Access Plan

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| This policy was adopted by Governors at the meeting held on : | 3rd February 2022 |
| Signed (Chair of Governors): | Gustav MacLeod |
| Governing Body minute ref: | 7 |
| Date of Review: | Spring 2024 |

The Purpose and direction of the school's plan: Vision and values
 Ellingham School has high expectations for differently abled pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion Statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Information from pupil data and school audit

The school currently has an average of 21% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of difficulties including Speech, Language and Autistic Spectrum Disorder, ADHD, sensory impairments and social, emotional and mental health difficulties, medical needs such as allergies and asthma.

The school has physical access via the playground to the ramp at the Early Years Unit and to the Year 5/6 classroom, and there are disabled toilet facilities available and accessible, both in the main building and in the external Hall. The Hall is accessible by a ramp.

Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 1 designated space. School gates are closed during the school day. All play areas are fenced off from the car park by a locked gate and are sited to the side and rear of the building away from the car park.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and visual in enclosed spaces, and the assembly point is on the playground.

Space for quiet work and small group work is limited; however, the library, entrance, hall and medical room are also available at times throughout the day.

Furniture and equipment are selected as standard, age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in all curriculum areas, such as PE and whole school activities, such as Worship and productions.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and teaching assistants attend SEND courses, as appropriate, to support specific needs. Teachers work closely with TAs to address pupils' individual targets and liaise with specialist and support services, such as those from the SEND Support Service.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties are

given printed/enlarged copies of texts, texts/workbooks on pastel paper or information is written down for them in an alternative way. Coloured overlays are also used as needed.

We have a clear policy on the safe administration of medicines, with staff trained to administer epi-pens and asthma medicine. There is a register of children with medical needs.

Photographs of children with specific medical needs or allergies are displayed in the class information files and medical room. Information is shared with all staff, including supply teachers. Medication, as required, is always taken on visits/trips out of school. The vast majority of staff have 'First Aid in the Workplace' certification as a minimum qualification and two staff have Paediatric First Aid qualifications.

The main priorities in the school's plan

These priorities are carried forward due to the impact of Covid-19. **Ensure during our curriculum review, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination, and the promotion of prejudicial stereotypes.** Equality, diversity and tolerance will be taught and promoted throughout each subject area.

Improving the physical environment and safety of the school site to increase the extent to which atypical pupils can take advantage of education and associated services.

Extend the school car park, so that school transport is able to access it safely. Create a one-way system for traffic on the school site, through the creation of an exit roadway. Increase the provision of disabled parking spaces. Provide additional seating outside the front of school.

Making it happen

Management, coordination and implementation

School staff to be aware of the Disability Equality Scheme and how the disability duties apply to schools through staff meetings and identification of staff training needs.

The Governing Body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.

The Access Plan, whilst remaining a separate plan, will be embedded within the School Improvement Plan. The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.

Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.

Making the plan available

Hard copies of the school's Access Plan will be available via the school office, and the Governors' File. An electronic copy is available via the school web-site. According to the recommendation of Disability Rights Commission font size should be no less than 14 point.