



# ELTHAM

CHURCH OF ENGLAND  
PRIMARY SCHOOL

SINCE 1814

## DISABILITY AND ACCESSIBILITY POLICY/PLAN

Reviewed: February 2024

Next review: February 2027

*1 Corinthians 12:27 We are the body of Christ and each one of us is a part of it.*



*Eltham Church of England Primary School is committed to fair and equal treatment of all individuals regardless of disability. The school welcomes applications from disabled people to join the school community as pupils and staff. The school is committed to its responsibilities towards disabled people under the Equality Act 2010. The school has been designed and built to be accessible for disabled people.*

*For the purpose of this document a person is disabled if they satisfy the definition of disability in the Equality Act 2010, namely that they have a physical or mental impairment which has a substantial and, long-term adverse effect on their ability to carry out normal day-to-day activities*

### **Aims**

The aims of this policy are to ensure that: i. Applications for admission from all potential pupils are considered in line with the published admission arrangements and the requirements of the Equality Act; ii. Applications for employment are considered and assessed on the basis of the applicants' aptitudes, abilities and qualifications; iii. Disabled staff and pupils have access to the appropriate support and adaptations to enable them to play a full part in school life; iv. The views of individual disabled pupils or staff are taken into account at all times when their requirements are being assessed; v. All disabled pupils are fully integrated into the school, individual needs are assessed and adjustments are made where ever practicable; vi. Staff working with disabled colleagues or pupils have appropriate information, support and training to enable them to work effectively with and alongside their colleagues and pupils; vii. The school will take steps to enable staff or pupils who become disabled during their time at the school to continue to access the curriculum or carry out their job role as far as is practicably possible providing support and implementing adaptations; viii. Disabled members of the public can fully participate in public events held within the school; and ix. No disabled pupil or staff member is treated less favorably or unfavorably as a result of their disability.

### **Complaints or concerns**

Incidents of bullying, harassment and abuse are monitored and recorded centrally. Difficult or sensitive issues are dealt with carefully and appropriately and referred to senior leaders. Inappropriate behaviour which relates to any of the protected characteristics (including physical and verbal abuse) is dealt with very seriously in accordance with the school's Anti- Bullying and the Behaviour Principles and Exclusions policy. Parents of pupils (including anyone with parental responsibility for the pupil) have the opportunity to lodge complaints if they are concerned about any form of unlawful discrimination. Such complaints should be made in accordance with the school's separate Complaints Policy. Staff members are also referred to the school's separate Equality Policy and Staff Handbook in respect of staff.

## **Implementation**

The Headteacher and governing body have overall responsibility to ensure that this policy and the accompanying action plans are enacted and that the school is compliant with the Equality Act and SEND Code of Practice. This is supported day to day by the Special Educational Needs Co-Ordinator (SENCo) Ms Hoare in conjunction with the Assistant Head Inclusion Mrs Gardiner-Tribe. Please see the school's Equality Policy and Special Educational Needs and Inclusion (SEN) policy for further details.

## **Accessibility Action Plan**

Below are Action Plans, relating to key aspects of accessibility. These plans will be reviewed and adjusted on a yearly basis. New Plans will be drawn up every three years. The plans should be read in conjunction with the following policies, strategies and documents:

- Health & Safety
- SEND and Inclusion Policy
- Equality Policy
- Relationships and Health Education Policy
- Anti-Bullying Policy
- Behaviour Principles and Exclusions Policy

### ***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 the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 should be made available in various preferred formats within a reasonable time frame.

Access to the physical environment					
Accessibility outcome	Actions to ensure outcome	Who?	Long, medium or short term	Time frame	Notes
Ensure all indoor and outdoor learning and social spaces are organised to promote the participation and independence of all students	Edible Playground and Forest school – consider how a wheelchair user could access more of these independently (if appropriate).	SLT CTs EC/LC	Ongoing	As required	Look into purchase of ramps Supporting parents to secure grants of funding for all terrain wheelchairs
Ensure that all students and staff feel comfortable and safe moving around their school buildings.	1:1 meetings with students /staff who have disabilities to gain pupil voice about their experiences (where appropriate) Adjusting entry and dismissal times as needed so that students can have additional time and less crowded spaces to move around the buildings.	EGT BH	L	As required	Make adaptations as required in response to staff and pupil voice. Annual review process for pupils

Access to the curriculum					
Accessibility outcome	Actions to ensure outcome	Who?	Long, medium or short term	Time frame	Notes

<p>Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.</p>	<p>SLT and subject leaders to co-ordinate training and ongoing review to support adaptive teaching e.g. STEPS ASD outreach SALT/PECS Provide relevant training For staff working 1:1 e.g. sensory service Working with children with ASD in the mainstream</p>	<p>SLT inc. SENCo Subject Leaders</p>	<p>Ongoing</p>	<p>Summer 2024, with additional training to follow as required</p>	<p>ASD OUTREACH training February 2024 Inclusion Team to regularly review staff training needs particularly in response to new pupils joining Investment in 1 day per week of SALT TA to support pupil's with communication needs Work closely with RBG SEND outreach services</p>
<p>Ensure all students and staff are able to access day and residential visits, including local, further afield in the UK and visits to other countries.</p>	<p>Careful risk assessments and research undertaken to ensure activities are accessible to all; Review all out of school provision to ensure compliance with legislation.</p>	<p>EVC SLT CTs</p>	<p>M</p>	<p>As required</p>	<p>EVC to remind staff of importance of accessibility</p>
<p>Put in place appropriate access arrangements as entitled for any assessments e.g. SATS, Phonics screen.</p>	<p>Assessment lead to attend Annual information Sessions at PDC and apply to STA. Liaise with SENCO. Class teachers, under Direction of Assessment Lead and SENCO to ensure children are provided with access arrangements in termly assessments.</p>	<p>SENCO Assessment Lead CTs</p>	<p>Ongoing</p>	<p>Summer term each year</p>	

Ensure that students have timely access to any additional support needed by the school or on the advice of external agencies.	Clear referral process for pupils who present with additional needs. Teachers to complete internal initial cause for concern form before Inclusion Team refer to external agencies. SENCO and AH Inclusion to ensure that staff receive recommendations and support to enact them if needed.	SENCo AH inclusion CTS	S	As required	
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Access to information, advice and guidance					
Accessibility outcome	Actions to ensure outcome	Who?	Long, medium or short term	Time frame	Notes
Availability of written material in alternative formats.	Work with the LA services to convert written information into alternative formats. Use technology to translate communication for parents not fluent in English	KG- Parental engagement lead Inclusion Team	L	Ongoing	KG to contact RBG
Improve the range of communication systems that the school uses to engage with stakeholders.	Hold in person information meetings and or audio and video guides to support parents to navigate a arrange of	SLT to Co-ordinate	M	Ongoing	

	information for example: Secondary school transfer Reception application (current Nursery) How to access Tapestry etc				
Raise the awareness of staff on the importance of effective communication systems.	Training as and when required to support alternative communication systems e.g. PECs ALS boards Braille (if required) BSL (if required)	SENCO AH inclusion	L	Ongoing	