



Access to Education Access Statement & Plan

Policy Creation & Review	
Author(s)	Inclusion Team
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Please note that this policy also pertains to practice in our BaRD provision and Little Ellies Childcare. Therefore the term 'school' is used to cover all of these provisions.

Ellen Wilkinson Primary School

ACCESS TO EDUCATION STATEMENT & PLAN

1. Our curriculum vision

In order to achieve our vision of 'Learning to Grow and Succeed Together', we use our core values to enable our children to:

- ☐ Have dreams, values and ambitions and the life skills to fulfill their potential
- ☐ Know how to learn and have skills and knowledge for life
- ☐ Be independent, self-motivated and self-confident
- ☐ Be successful by learning from mistakes, accepting failure and having the determination to try again
- ☐ Stand up for themselves whilst respecting the ideals of others
- ☐ Understand that they can make a difference in an imperfect world, and have sound values to build a life on
- ☐ Attain highly across the curriculum in order to have the best possible life chances and opportunities

1.1 Making our vision and values a reality

At EWPS our curriculum is based around a set of golden absolutes to help us make our vision and values a reality. These were created after consultation with pupils, parents, governors, staff so that we truly reflect the needs, interests and aspirations of the community we serve.

These golden absolutes are a curriculum that:

- ☐ Enable children to be aspirational and prepared for life in the 21st century
- ☐ Promotes enjoyment, creativity, critical thinking and a fascination for learning
- ☐ Nurtures the mental, physical and emotional wellbeing of every child
- ☐ Supports children to be effective and confident communicators
- ☐ Encourages collaboration, teamwork and mutual respect
- ☐ Provides a meaningful context for learning that reflects local needs and community
- ☐ Broadens horizons locally, nationally and globally
- ☐ Promotes a social conscience that reflects British Values
- ☐ Provides access for all

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Context

Our Access Statement and Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind Ellen Wilkinson Primary School puts accessibility for all at the heart of the planning and design process.

As a school we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

The school recognises that many of our pupils, visitors and staff, with Special Educational Needs or Disabilities (SEND) or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their needs or disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high standard of education and are supported in reaching their full potential. Good communication and cooperation between the school, home and other professionals are essential. The key aims of this Plan are to:

- ☐ Increase the extent to which pupils with SEND can participate in the curriculum.
- ☐ Improve the physical environment of the school to increase our SEND pupil's physical access to education and extracurricular activities.
- ☐ Improve the delivery of information to children and young people with SEND; using formats which give better access to information.
- ☐ Provide continued education as normally as the condition allows.
- ☐ Reduce the risk of lowering self-confidence and educational achievement.
- ☐ Promote equal access to education for all children and young people.
- ☐ Establish effective liaison.
- ☐ Ensure that prompt action takes place.

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a pupil with SEND is at a substantial disadvantage or not will depend on the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. Impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ☐ Mobility
- ☐ Manual dexterity
- ☐ Physical coordination
- ☐ Continence
- ☐ Ability to lift, carry or otherwise move everyday objects
- ☐ Speech, hearing or eyesight
- ☐ Memory or ability to concentrate, learn or understand
- ☐ Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many pupils with disabilities who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some pupils with disabilities will not have SEN, and some pupils with SEN and disabilities will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

4. Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the pupil with disabilities in question) then this is a relevant

factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the pupil with disabilities or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

5. Charging arrangements for making reasonable adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

6. Implications for School Admissions

Since September 2002 it has been against the law to discriminate in school admissions, education and associated services and exclusions. Parents have means of redress through admissions and exclusions appeals and Special Educational Needs and Disability tribunals which now sit in the Health, Education and Social Care (HESC) Chamber of the First-Tier Tribunal.

6.1 Other considerations

- ☐ Ellen Wilkinson has had adaptations to improve access for those with physical disabilities. Staff work flexibly to organise classrooms to enable access for all pupils.
- ☐ When arranging visits, special attention is given to meet the needs of a child with SEND. These needs will be highlighted on the risk assessment for the visit.
- ☐ If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum as near as possible to that being covered in school.
- ☐ All staff receive appropriate guidance and support to meet the School's duties to pupils with SEND.
- ☐ The school will action any reasonable physical adjustments or provide auxiliary aids and services
- ☐ Consideration is given to ensure that sufficient and appropriate support is available to enable access for all.

7. The purpose and direction of the school's plan: vision and values

Ellen Wilkinson Primary School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and, to making reasonable adjustments to reduce disadvantage.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. As a school we:

- ☐ Set suitable learning challenges
- ☐ Respond to pupils' diverse needs
- ☐ Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The School's policies on Bullying and PHSE (Personal, Health, and Social Education) promote equality and respect for all regardless of gender, race, colour, creed or impairment. This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- ☐ Increase the extent to which children with SEND and young people can engage in the school curriculum.
- ☐ Improve the physical environment of the school to increase SEND pupils' physical access to education and extracurricular activities.
- ☐ Improve the delivery of information to children and young people with SEND, using formats which give better access to information.

The responsibility for the Accessibility Plan lies with the Governing Body and Head teacher.

It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

7.1 Main priorities in the school's plan

7.1.1 Increasing access to the curriculum

- ❑ Visual prompts and resources including visual timetables are used to facilitate access for all.
- ❑ Focus on overt use of subject based key vocabulary
- ❑ Pre teaching for children where possible
- ❑ SEND awareness is promoted in the curriculum, through assemblies and sports competitions
- ❑ Staff working with pupils with SEND receive specialist training
- ❑ Thorough risk assessments are undertaken as required and take full account of the needs of children with SEND, for example a named adult will provide 1:1 support if appropriate.
- ❑ Pupils with SEND are able to access a range of activities and clubs beyond the school day; they participate in residential visits where reasonable adjustments are made based on the child's profile.

7.1.2 Future developments

- ❑ On-going provision of specialist aids, equipment and ICT to promote pupils with SEND to access the curriculum.
- ❑ Wider use of prepared visual aids and prompts including visual timetables.
- ❑ Consider OT (Occupation Therapist) and Sensory assessments of classrooms and optimal seating positions when appropriate. erg reasonable adjustment also made for Hearing and Visual impairment.

7.1.3 Improving the physical environment

- ❑ The school is fully accessible for wheelchairs and frames. Corridors and routes are kept clear of obstacles.
- ❑ The school meets legislation in respect of physical access for learners with SEND for a 2 form entry setting.
- ❑ Our sensory room provides a place where children can have rest breaks, reflect and regulate.
- ❑ Lunchtime seating arrangements are considered for pupils with a disability.

7.1.4 Improving the delivery of information to pupils and other members of our community with SEND who require support accessing written information

In today's modern society the provision of information is now accessed and available in a variety of printed, spoken and electronic forms. We believe in effective communication to promote accessibility:

- ❑ **Large Print** We have the facility to enlarge school documents as necessary. The Visual Impairment Service can give advice and support about producing accessible versions of documentation.
- ❑ **Easy Read** This format was originally developed for people with learning disabilities, but now has a wider user group. It uses large print with illustrations and can be supported by audio. The language is reduced in complexity and jargon.
- ❑ **Braille and Other Alternative Formats** Ellen Wilkinson will work in partnership with specialists and other agencies to provide access for children with specific difficulties or disabilities to a range of human, paper and electronic sources of information.
- ❑ **Interpreters** Use of specialist services including the Interpretation Service as appropriate, to meet the specific needs of pupils with SEND.

8. Roles and responsibilities

The Headteacher - Sue Ferguson , and the Deputy Headteacher/SENDCo/Inclusion Lead: Janice Owen Amadasun are responsible for the implementation of this plan.

The Governing Body will monitor progress towards the plan.

9. The plan

Please see following pages for short, medium and long term

	Targets	Strategies	Outcomes
Short Term	Availability of communication material in alternative formats	<ul style="list-style-type: none"> <input type="checkbox"/> The school makes itself aware of the services available through LA for converting written information into alternative formats. <input type="checkbox"/> The school uses specialists to support communication in alternative formats. <input type="checkbox"/> If appropriate, explore Braille, audio CD & Loop systems for VI and HI members of the school community. <input type="checkbox"/> Translation function powered by Google on the school website for access to most languages. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents can request docs in home language as needed and availability in other formats. <input type="checkbox"/> Needs of individual children are met and enable increased access to the curriculum. <input type="checkbox"/> Needs of individual children are catered for. <input type="checkbox"/> Parents access information in home language as needed
	School to be aware of services available for children with SEND	<ul style="list-style-type: none"> <input type="checkbox"/> Access training to meet the needs of individuals when and where appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> School are aware of any special provision required to meet the needs of individual children with SEND. <input type="checkbox"/> We know who to contact to access help, support and guidance and relevant training and development.
	Ensure the school curriculum is fully accessible to all pupils including those with SEND	<ul style="list-style-type: none"> <input type="checkbox"/> Focus on key skills, particularly collaborative ways of working. <input type="checkbox"/> Promote awareness of SEND issues through assemblies and PHSE. <input type="checkbox"/> Identify and address training needs of staff to understand and meet the needs of our pupils with SEND. <input type="checkbox"/> Ensure specialist aids, equipment and ICT to promote access for all. <input type="checkbox"/> Use of visual timetables, now & next boards, zones of regulation and other appropriate visuals. <input type="checkbox"/> Identify amber children to be supported by Headstart - External Mental Health Wellbeing provision for Years 5 & 6 <input type="checkbox"/> Refer to Behaviour Support Specialist A and Educational Psychologist where appropriate <input type="checkbox"/> Annual questionnaires to parents. 	<ul style="list-style-type: none"> <input type="checkbox"/> Levels of academic attainment and socio-emotional levels of interaction are improved for identified groups <input type="checkbox"/> Amber children supported to develop increasing resilience (SEMH) provision <input type="checkbox"/> Adapted books for our VI pupils. <input type="checkbox"/> Use of IT to support pupils. <input type="checkbox"/> Assembly records and lesson plans. <input type="checkbox"/> Pupils with SEND have access to equipment appropriate to their needs.
	Pupils with SEND and those with specific medical needs are supported at break and lunch times if appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> Assign a designated TA to any pupil needed 1:1 support at break and lunch times, 	<ul style="list-style-type: none"> <input type="checkbox"/> Children feel safe and are supported with social interaction <input type="checkbox"/> Medical needs are provided for <input type="checkbox"/>

Short Term	Assessment procedures are embedded for pupils with SEN Support	<ul style="list-style-type: none"> ❑ Teachers meet with TAs before SEN reviews to update various assessments B tracker and Inclusion Action plan, these are moderated with SLT. ❑ SEND Support plans in place and updated termly for children with SEND. ❑ Termly Review meetings, Annual review for High Needs Funded & EHCP pupils ❑ Handover meetings; class and group ❑ Edukey to be introduced to measure individual progress for our pupils with SEND 	<ul style="list-style-type: none"> ❑ Demonstrable progress rec2 additional sessions information on pupil needs & difficulties including cover staff. ❑ Reviews timetabled for whole year, parents invited, CTs and TAs attend termly ❑ Pilot use of MAPP to demonstrate progress ❑ Handover for pupils is effective ❑ Suitability of interventions assessed. ❑ Individual targets measured
	Staff to be aware of the school's Core Values and Golden Absolutes and show that they are using this in their teaching and learning.	<ul style="list-style-type: none"> ❑ Review Values and Absolutes annually ❑ Review curriculum and other policies (in line with the review cycle) to ensure they clearly define their role in promoting equality for all members of the school community. 	<ul style="list-style-type: none"> ❑ Core values and Golden absolutes permeate all aspects of the life and work of the school.
	Risk assessments enable children with SEND to have full access as far as possible	<ul style="list-style-type: none"> ❑ External advice sought as necessary including from specialist services such as OT to audit classrooms ❑ For visits, the visit lead to work with the EVC (Educational Visit Coordinator) to complete pre-visit and risk assessment. 	<ul style="list-style-type: none"> ❑ Children with SEND access school visits, special events and after-school clubs.
	An interesting, varied, relevant curriculum is available for children with SEN Support	<ul style="list-style-type: none"> ❑ Increased options to access Life skills: ❑ Gardening, cookery, Domestic science, horse riding, gym and shopping skills 	<ul style="list-style-type: none"> ❑ Gymnastics & Horse Riding ❑ The Studio is timetabled and in use by classes and individuals ❑ Shopping in the local area ❑ Music therapy
	Support for pupils is targeted and appropriate	<ul style="list-style-type: none"> ❑ Intervention Lexia /phonics programme from Years 1-6 ❑ Referrals to SALT, EP LCIS/CNDS where necessary ❑ Booster teachers in year groups to support where needed ❑ Edukey to be used to assess intervention. ❑ New interventions introduced as recommended by specialists. 	<ul style="list-style-type: none"> ❑ Targeted support ❑ Number of pupils with severe literacy difficulties clearly identified by end of each phase from EYFS ❑ Intervention regularly assessed and updated as required.
	ICT used effectively to support SEN pupils	<ul style="list-style-type: none"> ❑ Laptops iPads and Chrome books available for use ❑ EAL children: access to phonic apps and language programmes ❑ Coomber Listening Stations to support EAL Mid phase Arrivals with little or no English 	<ul style="list-style-type: none"> ❑ Increased receptive and expressive language. ❑ Increased rates of progress in English for this group

Short Term	Home learning takes account of needs of all pupils	<input type="checkbox"/> Inclusion surgeries/coffee mornings to support parents with strategies to help their children with home learning. <input type="checkbox"/> Home learning is set at the appropriate level providing access for all and including a challenge for all pupils.	<input type="checkbox"/> Parents of SEN pupils feel empowered to help pupils at home; learning is embedded and children are challenged.
	Relevant access arrangements for SATs KS1&KS2	<input type="checkbox"/> Apply for access arrangements online for KS2 children with SEND Support	<input type="checkbox"/> Children access additional support during test conditions as approved by Department For Education (DFE)
	Staff and governors aware of SEND provision and roles and responsibilities.	<input type="checkbox"/> Governors to be updated at regular meetings <input type="checkbox"/> Regular PDMs (personal development meetings) planned to inform and train staff as appropriate.	<input type="checkbox"/> All involved in school aware of their responsibilities <input type="checkbox"/> Staff are trained in new interventions.
Medium Term	Curriculum designed for access for all; staff training effectively targeted	<input type="checkbox"/> Training to include: ICT, physical restraint, team teach, sign along, SCERTS training, SLT, new staff/new pupil needs – induction and training as required. <input type="checkbox"/> Annual CPD plan to include SEND training needs (arising from school identified and performance management identified)	<input type="checkbox"/> Teachers are able to more fully meet the needs of children with SEN and disabled children with regards to accessing the curriculum
	Assessment procedures improved for SEND Support pupils	<input type="checkbox"/> Person centred reviews <input type="checkbox"/> Video clips of all round engagement with the curriculum both on and off site <input type="checkbox"/> Edukey used to assess pupils with SEND	<input type="checkbox"/> All pupils with SEND Support to have a Person Centred Review (PCR) as part of the Annual Review process <input type="checkbox"/> More accurate assessment of pupils specific to those with SEND.
Long Term	Creative use of space for physio table and or sickbay	<input type="checkbox"/> Look for alternatives to current provision <input type="checkbox"/> Discuss with GB	<input type="checkbox"/> First Aiders continue to carry on their responsibilities towards pupils in a calm environment

10. Complaints

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

11. Monitoring arrangements

This policy will be reviewed and approved by the Governors Curriculum Committee on behalf of the Governing Body every three years.

12. Links to other policies

This policy links to the following policies:

- ☐ Complaints
- ☐ Equality information and objectives
- ☐ Health and safety
- ☐ Safeguarding
- ☐ Special educational needs information report and policy
- ☐ Asthma Policy
- ☐ Children with health needs who can't attend school policy



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