



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 practise in 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 Vision

Our vision of “Learning to grow & succeed together” is underpinned by our 5 values. These are then supported by the 3 foundations of:

- our curriculum & learning statements
- our pedagogy
- our behaviour expectations.



1. Our Curriculum and Learning Statement



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](#) 2015, '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 (also see [School admissions code 2021](#)). 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 PSHE (Personal, Social and Health 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.
- On-going provision of specialist aids, equipment and ICT to promote pupils with SEND to access the curriculum.

7.1.2 Future developments (always reviewed based on the child's profile of need)

- 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 (specialist apps to access books and interactive whiteboard; EasyReader app, RNIB BookShare and Calibre Audio Library).
- ❑ **Interpreters** Use of specialist services including the Interpretation Service as appropriate, to meet the specific needs of pupils with SEND. This also includes the use of staff who are multilingual.

8. Roles and responsibilities

The Headteacher, SENCO and Inclusion Lead: Janice Owen-Amadasun is 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.



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	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 (EasyReader app, RNIB BookShare and Calibre Audio Library). <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 well as other formats. <input type="checkbox"/> Needs of individual children are met and enabled to access curriculum. <input type="checkbox"/> Needs of individual children are catered for. <input type="checkbox"/> Parents access information in their home language.
	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 is aware of any special provision required for individual children with SEND. <input type="checkbox"/> We access specialist services for support 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 PSHE. <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 the Mental Health and Wellbeing Therapist (CAMHS) for KS2 and access for 1:1 support for parents in EYFS and KS1. <input type="checkbox"/> Refer to Behaviour Support Specialist and Educational Psychologist where appropriate. <input type="checkbox"/> Annual questionnaires to all stakeholders (parents, children and staff). 	<ul style="list-style-type: none"> <input type="checkbox"/> Levels of academic attainment and socio-emotional skills improved for identified groups <input type="checkbox"/> Amber children supported to develop increasing independence through 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 (eg diabetics, allergies, wheelchair users). 	<ul style="list-style-type: none"> <input type="checkbox"/> Children feel safe and are supported with social interactions. <input type="checkbox"/> Medical needs are provided for.

	<p>Assessment procedures are embedded for pupils with SEN Support</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers meet with TAs before SEN reviews to update various assessments on the SEND Support Plans; these are moderated with SLT/Inclusion Team. <input type="checkbox"/> SEND Support plans in place and updated termly for children with SEND. <input type="checkbox"/> Termly Review meetings, Annual review for High Needs Funded & EHCP pupils. <input type="checkbox"/> Handover meetings; class and group. <input type="checkbox"/> Individual Pupil Passports to communicate specific needs of the children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrable progress rec2 additional session & difficulties including cover staff. <input type="checkbox"/> Reviews timetabled for the whole year, parents attend termly. <input type="checkbox"/> Handover for pupils is effective. <input type="checkbox"/> Suitability of interventions assessed. <input type="checkbox"/> Individual targets measured
	<p>Staff to be aware of the school's Vision, Curriculum and Learning Statements and show that they are using this in their teaching and learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review Vision and Curriculum and Learning Statements annually <input type="checkbox"/> 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"> <input type="checkbox"/> Vision and Curriculum and Learning Statements the life and work of the school.
	<p>Risk assessments enable children with SEND to have full access as far as possible.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> External advice sought as necessary including from specialist services such as OT to audit classrooms <input type="checkbox"/> 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"> <input type="checkbox"/> Children with SEND access school visits, special clubs.
<p>Short Term</p>	<p>An interesting, varied, relevant curriculum is available for children with SEN Support.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increased options to access Life skills: <input type="checkbox"/> Gardening, cookery, Domestic science, gymnastics, Teaching Gardens, Music Unlocked and shopping skills 	<ul style="list-style-type: none"> <input type="checkbox"/> Gymnastics (small group and 1:1) <input type="checkbox"/> The Studio is timetabled and in use by classes <input type="checkbox"/> Shopping in the local area <input type="checkbox"/> Music therapy <input type="checkbox"/> Teaching Gardens promotes self regulation independence.
	<p>Support for pupils is targeted and appropriate</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention Lexia /phonics programme from Years 1-6 <input type="checkbox"/> Referrals to SALT, EP LCIS/CNDS where necessary <input type="checkbox"/> Booster teachers in year groups to support where needed <input type="checkbox"/> Edukey to be used to assess intervention. <input type="checkbox"/> New interventions introduced as recommended by specialists (Talk Boost for KS1 and KS2 and Early Talk Boost for EYFS). 	<ul style="list-style-type: none"> <input type="checkbox"/> Targeted support <input type="checkbox"/> Number of pupils with severe literacy difficulties each phase from EYFS <input type="checkbox"/> Intervention regularly assessed and updated as <input type="checkbox"/> Improved communication, social skills and self-
	<p>ICT used effectively to support SEN pupils</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Laptops iPads and Chrome books available for use <input type="checkbox"/> EAL children: access to phonic apps and language programmes <input type="checkbox"/> Coomber Listening Stations to support EAL Mid phase Arrivals with little or no English <input type="checkbox"/> RNIB BookShare, Calibre Audio Library, EasyReader App) 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased progress with receptive and expressive <input type="checkbox"/> Increased rates of progress in English for this g <input type="checkbox"/> Successful access to learning materials.

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 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 of the 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, Colourful Semantics, Language Enrichment Groups, ASD Awareness, LEGO Therapy, Talk Boost, 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"/> OT Service, BSS, LCIS, CAMHS, EP, SALT, PDDDS specialist support.	<input type="checkbox"/> Teachers are able to more fully meet the needs of 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"/> Internal tracking used to assess pupils with SEND (SEND Support Plans and Interventions). Assess Plan Do Review cycles (APDR)	<input type="checkbox"/> All pupils with SEND Support to have a Personal Review as part of the Annual Review process <input type="checkbox"/> More accurate assessment of pupils specific to their needs <input type="checkbox"/> APDR is completed in 3 cycles annually.
Long Term	Creative use of space for physio table and or sickbay.	<input type="checkbox"/> In 2021 the First Aid room was relocated to an accessible room, outward facing to the playground.	<input type="checkbox"/> First Aiders continue to carry on their responsibilities in a calm environment <input type="checkbox"/> Children have easy access to a first aid room with a first aid kit

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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