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Education

Accessibility Plan

Eden

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Accessibility Action Plan

Eden School

Reviewed by: Jen Lamidey September 2023

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Purpose of the Action Plan

This accessibility plan highlights how Eden School intends, over time, to increase the accessibility of our school for disabled pupils. Eden School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Accessibility Statement and Accessibility Action Plan comply with the Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.

The accessibility action plan aims:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services provided.
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

Access to Premises and Facilities

No pupil is ever prevented from physically accessing the location of any lesson at Eden School fulfilling all duties under the Equality Act 2010. There is wheelchair access to the whole school building. There is a small step from a classroom to the corridor and disabled toilets, however, this area of school can be accessed independently via a wheelchair

friendly access point. We are always happy to discuss the individual accessibility requirements of pupils, parents, carers or any visitor to the school.



Full access to education, school trips and physical education

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school has a policy for pupils with medical conditions.

Pupils at Eden School also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed, and full support will be given to ensure they have access to education, including school trips and physical education.

Access to this action plan:

This plan will be made available upon request to any current parent/carer or prospective parent/carer who requests it. This plan will also be made available to any member of staff or applicant for a post at the school who requests it. This plan will inform relevant aspects of the school's development plan and will be made available to Ofsted inspectors upon request.

Please read this Accessibility Action Plan in conjunction with the Accessibility and SEN Policy



1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Improve classroom provision for pupils with SEN.	Ensure provision linked to EHCP/Statements ensuring SEMH considered at all times. Consider: Resources Equipment Inc IT Training Assistive Technology Develop school/off site provision.	Beginning of each new term	Teachers SLT Therapist input	Pupils feel emotionally and physically safe in their classrooms.
Increase individual/group/external support.	Ensure LSA timetables maximise 1:1/group support. Request external support if required. I.E use of Family Care therapists and clinical psychologist.	Half Termly	Mental health lead Therapist SLT	Pupils have their SEMH needs met. Pupils in crisis are supported in a proactive way.
Review the needs of all pupils with SEN and disabilities.	Review Education plan half termly against EHCP to ensure coverage. Complete training programme for staff linked to EHCP of new children and needs as recognised for all children. Creation of sensory room to support children if they require an alternative classroom to work in. Equipment to be made available linked to child's EHCP	Half termly Annually with view to adapt if required Half termly or as new child enters school	Teachers SLT	IEPs updated and current. Liquid logic training in place for EHCPs Break out spaces in place in line with sensory needs.



2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success criteria
Pathway from main drive to school may be narrow on a corner for a wheelchair to pass with a raised border.	Notify Family Care maintenance that re-shaping of pathway may be required at shorter notice.	July 24	Darren and maintenance team.	Trees removed and the drive way to be levelled.
One route for fire escape has a narrow path. This may need widening for certain children.	Request maintenance to maintain concrete pathway from driveway to school. Ticket 695939 Ensure salt/grit available in winter	Only if required	Maintenance team.	This will be wider once the car parking spaces are complete, disabled space will be in place.
Create a staff/visitor carpark on the side land with a levelled area.	This has now been achieved and was in place form April 2023. We now want to create a disabled parking bay.	September 24	Maintenance team.	Trees removed and the driveway to be levelled. This will allow disabled parking and visitor bays to be made.
Create an accessible sheltered outdoor learning area	Link to development plan. Notify Family Care maintenance to instigate planning meeting.	September 23	Maintenance team and SLT Management board to agree funding	Outdoor classroom learning can occur allowing pupils to have sensory breaks. Play based active learning to occur.
Finger Guards on doors to protect younger aged/those who may struggle to open/close doors easily	Currently not required, however, review and risk assess on entry of each pupil admission	Ongoing	Maintenance team H and S lead SLT	



3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review all admissions literature and website to make clear our provision for pupils or visitors with SEN	Large print available if requested. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	Sep 24 Sep 24	SLT The board	
Staff are aware of Widgit symbols and have received training on using Communication in Print.	Use widget symbols (if relevant) to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	On admission of a pupil who cannot read	Teachers H and S lead SLT	Widget or other pupil systems to be used for individuals who cannot read.