



# Accessibility Plan (2021-24)

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

At Parc Eglos School we aim to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

We endeavour to make every effort to achieve maximum inclusion of all children whilst meeting children's individual needs. We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Parc Eglos School supports any available partnerships to develop and implement the plan. We work closely with Cornwall County Council.

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

## 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled child. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

Parc Eglos School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. 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 children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as equally prepared for life as able-bodied children are. 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 auxiliary aids and equipment, which may assist these children in accessing the curriculum.

- Improve the delivery of written information to children, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Possible Accessibility Issue	Current Position/Action	Timescale	Person(s) Involved	Monitoring
<b>Is the curriculum designed to allow equal access?</b>				
<b>Pupil attainment</b>	Data is analysed to ensure progress of all children are being made. There is no current evidence of inequality in achievement	Half termly pupil progress reviews	Curriculum leaders SLT	SLT monitoring each term with Headteacher reporting to the Governing Body.
<b>Differentiated Curriculum</b>	All teachers provide differentiated planning to meet the needs of all children in the classroom.	Weekly planning	All class teachers	Curriculum leaders & SLT monitoring in line with Strategic Overview.
<b>Meeting the</b>	Termly child progress	Support plans	All teachers	SENDCO to monitor support

<p><b>needs of children with identified special educational needs and/or disabilities</b></p>	<p>meetings</p> <p>Curriculum progress is tracked for all children, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Dedicated sensory room to support children with sensory regulation difficulties.</p>	<p>termly</p> <p>Tracking children to identify children for support half termly</p> <p>2022 - 2023</p>	<p>SENDCO</p> <p>Learning mentor &amp; SENDCO</p>	<p>plans and effectiveness of provision with the Headteacher and monitor children's progress at termly progress meetings.</p>
<p><b>Children with English as a second language</b></p>	<p>Children with English as a second language receive differentiated support as appropriate. This could include extra letters and sounds, computer software and support from the Speech and Language specialist.</p>	<p>Ongoing according to pupil needs</p>	<p>All teachers</p>	<p>SENDCO with class teachers..</p>
<p><b>Resources</b></p>	<p>Provision of appropriate resources to support children with access to the curriculum e.g. use of visual timetables and use of writing slopes for</p>	<p>Ongoing according to children's needs</p>	<p>All teachers to report needs to the SENDCO.</p>	<p>SENDCO to monitor resources are in place to support needs of identified children.</p>

	<p>those with DCD.</p> <p>We use resources tailored to the needs of children who require support to access the curriculum.</p> <p>Close liaison with Occupational therapy for advice on specialist equipment eg chairs, standing frames, wheelchairs</p> <p>Training for staff on how to use specialist equipment</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Spring/summer2022</p>		<p>SENDCO/Headteacher</p>
<p><b>Curriculum Access</b></p>	<p>All children access the full curriculum. To ensure this, adults are used to support targeted children, resources are provided as required. Support is given for residential visits eg. through deployment of extra adults, support with administration of medicine, modification of activities</p> <p>Liaise with sensory support</p>	<p>Ongoing as need arises through the year</p> <p>Ongoing</p>	<p>SENDCO</p> <p>All staff</p> <p>SENDCO &amp; staff</p>	<p>Monitored by curriculum leaders in consultation with the SENDCO.</p>

	service and implement advice			
<b>Is the building designed to meet the needs of all pupils?</b>				
<b>Environment</b>	<p>Parc Eglos is single story building for Nursery to Y4 and each access point is accessible to wheelchairs. Each classroom has an external door which is wheelchair accessible.</p> <p>Y5/6 is double storey with external doors in the downstairs classroom with a disabled lift</p> <p>The environment is adapted to the needs of children as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Highlighted sloping ground areas</li> <li>• Corridor width</li> <li>• Disabled parking bay</li> </ul>	<p>Daily basis as required</p> <p>Site supervisor</p>	<p>Site Maintenance Officer</p> <p>Site Maintenance Officer</p>	<p>Governors' Staffing and Finance Committee</p> <p>Governors Staffing and Finance Committee</p> <p>Local Governing Body</p>

	<ul style="list-style-type: none"> <li>• Disabled toilet and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>			
<b>Is communication in place to meet the needs of all its community?</b>				
<b>Presentation of information</b>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources when necessary</li> <li>• Pictorial or symbolic representations when necessary</li> <li>• Visual timetables</li> <li>• Signing - makaton</li> <li>• Newsletters for parents are produced in electronic format and a hard copy if requested. Hard copy</li> </ul>	<p>Daily basis as required</p> <p>Weekly</p> <p>When necessary</p> <p>Half termly</p>	<p>SENDCO / Headteacher</p> <p>All staff</p> <p>Headteacher / School Business Manager</p> <p>Class Teachers</p> <p>Headteacher</p> <p>Office Manager</p>	<p>SENDCO / SLT</p> <p>Headteacher</p> <p>Headteacher/ SENDCO</p> <p>Headteacher</p>

	is placed on the school notice boards			
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#### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing body.

#### 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Special Educational Needs
- Medicine Policy

Next review due by December 2024