



Egginton Primary School Accessibility Plan 2024– 2027

Introduction

The SEN and Disability Act 2015 states that ‘all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential’. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The Equality Act 2010 also states that schools ‘must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.’

Egginton Primary School recognises its responsibility and duty to ensure that the school can accommodate the needs of all learners. However, due to the age of part of our school building and the resources available to us as a small school, we may require additional support from the local authority if practical adjustments are required.

Our Accessibility Plan allows us to fulfil the school vision statement – ‘To Be All That I Can Be’. The school has identified its priorities by taking into account the views of pupils, parents, staff, governors and other agencies involved.

J. Cunningham (Headteacher)

September 2024

Date approved by Governors: 03/10/2024

Improving access to the curriculum				
Target	Action	Responsibility	Resources/Cost	Performance Indicators
Learning aids constantly evolve to ensure that learners of all abilities and with a wide variety of needs can access the broad and balanced curriculum fully.	<ul style="list-style-type: none"> • Termly review of current SEND register and needs. • Training schedule of how to disseminate information on wide variety of resources. • Place relevant examples on school website 	Headteacher SENDCo Teaching staff	Staff meeting time SENDCo attendance at meetings	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually/physically impaired pupils
Intervention awareness and training for new staff to support all learners who need intervention support.	<ul style="list-style-type: none"> • SENDCo to keep up to date with new training opportunities 	Headteacher SENDCo	Training costs	SEND children make appropriate progress.
Continue to develop our pupil's knowledge of the variety of disabilities and to continue to develop positive attitudes towards these.	<ul style="list-style-type: none"> • Ensure assemblies have a regular theme of disability awareness • Ensure this is embedded in PSHE sessions using the PSHE matters scheme 	Headteacher Teaching staff SENDCo	Assembly plans PSHE plans	Monitoring shows that pupils are sympathetic towards a variety of disabilities and understand them fully. Pupils understand how to support peers with disabilities. Our disabled pupils are aspirational.
Ensure that teachers and teaching assistants have the necessary training to teach and support SEND pupils.	<ul style="list-style-type: none"> • SENDCo to review needs half termly and arrange appropriate training – eg) how to support pupils with dyslexia, pupils with autism and supporting mental wellbeing 	SENDCo Headteacher Mental health lead	Training costs and specific resources for pupils with SEND	Staff feel more knowledgeable and confident about SEND issues in school
Track the progress of SEND pupils and set appropriate targets according to individual needs	<ul style="list-style-type: none"> • SENDCo to use data analysis to track progress of SEND pupils and consider any necessary amendments to ensure that progress is continuous 	SENDCo Headteacher Teaching Staff	Data software	SEND pupils make good progress from their starting points and relevant targets are set

Improving the physical environment				
Target	Action	Responsibility	Resources/Cost	Performance Indicators
Review regularly, and at least annually, the physical environment to ensure there are no physical barriers to children's learning.	<ul style="list-style-type: none"> Learning walks always have an element on considering this. Ensure any barriers are addressed swiftly and effectively. Evaluated in conjunction with the annual Health and Safety Audit 	Headteacher Governors Class teachers Memorial Hall Site manager	Physical changes must be accounted for in budget	There are minimal barriers to learning in our physical environment. When these are identified, they are swiftly tackled and addressed.
Children have visual/audio representations where applicable and preferable e.g. visual timetables and different teaching approaches to support their learning needs.	<ul style="list-style-type: none"> Regular review of the classrooms and whether this matches to the needs of the children. Share with staff and direct as necessary or align training. 	Headteacher SENDCo Class teachers and TAs	Staff training sessions and meetings to share information and findings.	Different representations ensure all children can access the curriculum. Monitoring shows that all children can access the curriculum.
Pupils with SEND are fully prepared for attending school	<ul style="list-style-type: none"> Meet with SEND pupils and their families and talk with previous providers/specialists involved to ascertain need 	Headteacher SENDCo	NA	Action plan formulated to aid the induction of SEND pupils
Improving access to information				
Target	Action	Responsibility	Resources/Cost	Performance Indicators
<p>To ensure that any parental information is available to parents in different formats, for example, large print or braille.</p> <p>To ensure hearing and visually impaired parents are supported in school events, for example, interpreters.</p>	<ul style="list-style-type: none"> Upload information delivered in assemblies, parent workshops etc to our website or send to families via our emailing system if requested. If any parents require or request information in a different format, ensure this is available and relevant support in gaining this, is accessible. 	Head Teacher Subject leaders Admin assistants	Use of emailing system and website software. Cost of interpreters, if required	All parents have access to information which helps them to support their child at home with learning.

	<ul style="list-style-type: none">• Contact LA to gain advice on how to convert the documents as and when needed.		Any costing as and when needed to convert documents for families/pupils.	
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This plan is reviewed annually to take into account the changing needs of the schools and its pupils.