



Accessibility Plan 2024-2027

MISSION

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

AIMS

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our children to discover and develop their individual talents.
- To support our children in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our children to learn and develop.
- To ensure that our children receive excellent pastoral care.

INTRODUCTION

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils' issued by the DfES in July 2002.

DEFINITION OF DISABILITY

Disability is defined by the Equalities Act 2010 as;

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.”

KEY OBJECTIVE

To reduce and eliminate the barriers preventing access to the curriculum and allow full participation in the school community, for pupils and prospective pupils, with a disability.

PRINCIPLES

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.

The school recognises its duty under the Equality Act 2010 to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

SETTING AIDS

The school provides all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and different learning styles. Children are supported by the availability of learning

support coordinated by a dedicated Learning Support coordinator (LSC). Learning Support Coordinator, The LSC coordinates and supports all staff through training, advice and direct teaching, to cater for further individual needs. Included in support for pupils is differentiated worksheets, coloured paper, colour overlays, pencil grips, leaning boards etc. The provision available for each pupil is identified on a Provision Map for each Year group and IEPs for pupils with SEN.

There are disabled toilets throughout the school and ramped access to each building. There is still need for further permanent ramping to allow free passage through the site. Portable ramps are available on site. In the old building there are many stairs which could cause access problems to several specialist rooms. The governors have looked at the possibility and costs of a 'stair-climbing' wheelchair. All facilities in other buildings are accessible from the ground floor.

The new Sports and Performing Arts building has been built to cater for wheelchair users. An induction hearing loop has also been installed in the new Sports and Performing Arts building.

All new buildings will be designed to allow wheelchair access and comfort, complying with the latest recommendations from DDA in the construction of facilities.

Equal Opportunities

We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasize equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

This plan will be reviewed on a three yearly cycle.

R A Yates, Headmaster

Eversfield Preparatory School Accessibility Plan 2024-2027



| Development area | Target | Actions | Who / when / monitoring | Success criteria |
|---|---|---|---|---|
| IMPROVING ACCESS TO THE CURRICULUM | | | | |
| Curriculum delivery | Classrooms are organized for disabled students. | <p>Guidance from specialists (Hearing Impaired Service, Dyslexia Action, Council for Disabled Children) taken in arranging classrooms for maximum benefit to disabled students.</p> <p>Pupils with difficulties identified and necessary seating arrangements made.</p> | SEND taken into account each term in organising the environment for learning according to Action Plans of Learning Support Coordinator, IEPs and subject leaders. | Pupils with special needs and disabilities able to access learning environment more effectively. |
| | IEP targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for. | <p>SEND information to be available to all staff, training on implementation and differentiation of curriculum to be annual.</p> <p>Staff to be aware of needs of children through weekly discussions in staff meetings, with Learning Support Coordinator. IEPs and Provision Maps updated each term and posted on the network</p> | <p>Monitoring indicates differentiation in place targeted at SEND/other nominated pupils.</p> <p>Learning Support Coordinator / SL/ class teachers</p> | Pupils with special needs and disabilities are able to access curriculum effectively through reasonable adjustments and support either from the teaching staff or Learning Support Coordinator. |

| IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT | | | | |
|---|--|--|---|--|
| School building and grounds design for disabled students. | All ground floor areas accessible and friendly to disabled pupils and visitors. | Strategic discussions with architects on school buildings and grounds regarding improving access and ease of use. Disabled access points as an integral part of rebuild improvement works. (Particularly the new Master Plan) | Plans drawn up show clearly how disabled access will be undertaken when new builds or alterations are made. All new building will be fully DDA compatible. | Pupils with special needs and disabilities, visitors and staff are able to access all physical areas without difficulty. |
| | Look at increasing upstairs access. | | | |
| | Ensure access to dining room and Denney at ground floor level | Use of portable ramps outside Denney. Stored in Denney cupboard or boiler room. | AP (Denney staff) | Disabled pupils can access dining room and Denney. |
| | Refurbishment of gym will lower thresholds to allow easy wheelchair access. | At present ramp is used for access through double doors. Plans for further refurbishment / replacement of gym identifies the need to reduce the height of the thresholds to prevent the need for a ramp. | Plans already drawn to show this access. | Easier access for all in gym |
| IMPROVING ACCESS TO INFORMATION | | | | |
| Delivery of materials in other formats. | All teaching staff to be aware of VI, HI & dyslexic pupils and prepare visual aids when necessary. | Diagrams described and IVB's read out loud when necessary. Copies of slides and diagrams available to pupils where necessary. Print on coloured paper, or large print. If Braille required seek specialist service to translate. Portable loop system bought and made available to staff. Seating of pupils, use of coloured readers and glasses also need to be considered and planned for each lesson. | All class teachers. Monitored by Learning Support Coordinator, SL, and LT. To be in seen in planning for all lessons. Learning Support Coordinator | All pupils can access visual material or the contents of visual material during lessons. Portable loop bought to allow hearing impaired pupils to hear any instructions / teaching. |

| | | | | |
|---|---|---|--|--|
| <p>Ensuring information is accessible</p> | <p>Signs clear and understandable for visually impaired. Ensure all information sent home is clear and unambiguous</p> <p>Plan for the sharing of important information with parents who cannot access written information</p> <p>Increase the methods of information sharing</p> | <p>When renewing signs, ensure that they are of appropriate colour schemes, size and can be copied in Braille where appropriate (within reach of touch height)</p> <p>Check all information letters are easy to read before being sent home.</p> <p>Make telephone contact or arrange meetings</p> <p>Increase use of e-mail, telephone, web-site, notice boards.</p> | <p>AP upon renewal and updating</p> <p>Management Team (MT)</p> <p>All responsible for the passing of important information. MT.</p> <p>All staff passing notices / information.</p> | <p>Routes across grounds are clear and understood and information signs can be read easily by all. All written information is understood.</p> <p>All important information is transferred and understood</p> <p>All parents can access information</p> |
|---|---|---|--|--|