



Accessibility Plan

Date of last review by Local Governing Body	June 2024
Review cycle	3 years
Policy due for review by Local Governing Body	June 2027

Introduction

Estuary Academy North (EAN) Duties Around Accessibility for Disabled Pupils

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the Local Governing Body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan sets out how the Local Governing Body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Local Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

1. Not to treat disabled pupils less favourably for reasons related to their disability.
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Local Governing Body of EAN to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that EAN's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary.

This plan incorporates the EAN's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan, EAN has set the following priorities:

- Provide safe access throughout the school for all school users, irrespective of their disability.
- Ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- Provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Reasonable Adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled pupils are not discriminated against. These changes could include:

- changes to physical features - for example, creating a ramp so that pupils can enter a classroom.
- providing extra support and aids (such as specialist teachers or equipment).

Development area	Targets	Strategies	Outcome and when	Goals achieved
Curriculum delivery	Classrooms are organised to enable all children to access learning. (Sensoryrooms andhall need support)	Guidance taken from specialists in arranging classrooms. Alsoconsider dynamics of children.	Monitoring indicates SEN/ disability taken into account in organising environment for learning. Staff to discuss prior point of entry.	Disabled pupils to access learning environment effectively.
Curriculum delivery/ delivery of materials in other formats	Targets put in place to support the needs of pupils. Visual timetables and visual clues are in place for pupils.	Differentiated curriculum for pupils according to their needs.	Monitoring indicates differentiation in place for pupils.	Disabled pupils able to access curriculum.
Physical supports	Pupils to access facilities through school, as required. Not currently in place.	Guidance from specialists taken in considering school access and room use. Also consider dynamics of children.	Monitoring indicates SEN/ disability taken into account in organising the environment. Staff to discuss prior point of entry.	Individuals able to access facilities throughout the school.
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required. Discuss arrangements that are in place with mainstream school. Information to be shared with all agencies involved with the child.	As required, as and when pupils are admitted to EAN.	Arrangements to be put in place prior to admission of pupil.	All staff aware of individual needs.
All educational visits to be accessible to all	Ensure all trips are accessible for pupils.	As required	As required, all visits have a pre-visit by staff to enable risk assessments to be made	All pupils able to access all educational visits and take part in a range of activities.

	Ensure each venue is vetted for appropriateness.		appropriate to the needs of the pupils.	
Review information to parents/carers to ensure that it is accessible	Provide information and letters in clear print in “simple” English. Staff will support and help parents/carers to complete forms and access information.	During induction On-going	As and when required	All parents/carers receive information in a form that they can access.
Ensure all policies consider implications of disability access	Ensure all new policies consider disability implications.	Consider during the review of policies	Policies reflect current legislation.	All policies when renewed reflect the consideration of disability need
Evacuation of all children and staff in the event of a fire	Ensure all disabled pupils can be safely evacuated.	When required, put in place personal Emergency Evacuation Plans for all children. Regular fire drills in place to allow pupils and staff to be aware of evacuation procedures.	When required, develop a system to ensure staff are aware of Personal Emergency Evacuation Plans (PEEPs) are set up for identified pupils.	All disabled children and staff working with them are safe and confident in the event of a fire