Accessibility Plan
Eastover Primary School

Approved by the Governing Body of
Eastover Primary School

Signed by:

Name ……Mrs B Cockerell……

Signature: ……

Date approved: 15/01/2024

Proposed Date of Review: 15/01/2027

Statutory: Yes

Website: Yes

Definition of special educational needs
In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability
Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision
For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Eastover Primary School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website.
Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.
Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

***The** school's special educational needs policy and publication of equality information and objectives can be found http://www.eastoverschool.co.uk/*

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Target	Action to be taken	Outcome	Monitoring	Timeframe	Responsible personnel	Review
Improving Physical Access						
To ensure fire evacuation plan is comprehensive in view of new build and exit routes are accessible for wheelchairs and physical disabilities.	Fire officer to review exit routes every half term. Fire Evacuation Plans (PEEPs) to be put in place if required. All staff are trained in prevention of fire and response to finding a fire. Key staff are trained in the use of fire extinguishers.	Staff are fire trained. Staff are aware of PEEPS and know what action to take in the event of fire.	Fire officer and SLT. Fire officer to observe during fire drills. SENDCo to monitor and review fire evacuation plans.	Spring Term 2022 onwards Building work to commence Summer 2022 on E Block to widen doorways for wheelchair access	Site managers Fire Officers SLT SENDCo	Building work took place in Summer 2023 to fit the wider doors to ensure E Block is accessible to wheelchair users
Improving Curriculum Access						
Continue to advocate accessibility for all pupils	School to use buff coloured paper instead of white paper for photocopying, letters, documents etc. for pupils/adults with SpLD. School to provide pencil grips, reading rulers, buff books, overlays, Clicker 7 and CiP. School ensure all text presented to learners is supported by visual aids wherever possible – pictures, graphs, photos. Diagrams etc.	Access for children/adults with dyslexia and other impairments is equal to that of their peers	Through feedback and analysis of data	On-going	All staff & Admin Staff	Widget training Summer 2023 to ensure staff are confident in using accessible software Learning walks conducted – every class has a visual timetable Recent purchase of 10 reading pens to improve literacy access for pupils with literacy difficulties

	Increased visual aids are present in every classroom – visual timetables, picture/symbol/photo labels for resources etc.					
To develop EAL and celebration of cultural difference to aid inclusion for all ethnic minorities	Packs will be available in different languages with key words supported by CiP for teachers to access. Multi-lingual resources will be available to EAL children to use in the classroom for extra support. EAL children will be supported on entry to the school intensively for the first 6-10 weeks. EAL children will be taught in an inclusive environment where the curriculum will show links to work on other cultures and countries.	EAL children will make good progress. Eastover will maintain their Gold Status for providing excellent provision for children with EAL.	EAL Coordinator to continually monitor the progress of EAL children. SENDCo and EAL coordinator to meet regularly to identify EAL children with SEND.	On going	All staff EAL Coordinator SENDCo	Ongoing
To improve the access to the curriculum for children with physical disabilities.	Develop staff skills in using technology to assist in accessing the curriculum, e.g., iPads, Clicker 7 and CiP.	Appropriate technology is used by physically impaired children. Staff working with physically impaired children has attended relevant training and are confident in the use of technology.	SENDCo	Ongoing – currently no children with a physical impairment which would require assistive technology	SENDCo	Recent purchase of 10 reading pens to improve literacy access for pupils with literacy difficulties
Improving the Delivery of Written Information						

To provide information that is accessible and easily understood by all	School information is written in easy-to-understand language. The School Office staff will support parents/ carers to access information and complete forms for them if necessary. Parents/carers of children with EAL are spoken to individually and children/others may be used as translators. Translate button provided on the school website.	All parents/carers are able to access school information. All parents/carers know that staff within the School Office will be able to support them. Parents/Carers feel confident about requesting information when necessary.	SLT to monitor and feedback to governors	On-going	SLT & Admin Staff	Ongoing – translation services increasingly difficult to access for rare languages like Tetun. SENCO working with EP and NHS services to try and accesses the translation and interpretation services used by these organisations.
Make available the parents' handbook, newsletters and other information for parents/carers in alternative formats	Review all current school publications and promote the availability of different formats for those who request it	School information available to everyone. Ensure website has up-to-date published information and access to Google Translate	Through stakeholders feedback via comments about the newsletter, School Website, School Facebook and Twitter pages	On-going	HT & Admin Staff	Ongoing – having these documents on the website means that assistive technology e.g. reader programme or translation services can be used at home by parents. No other requests as of yet.

Plan to be reviewed: May 2025