



Eccleston C.E. Primary School
Let Our Light Shine

Accessibility Plan

Buildings, Health & Safety and Finance Committee

Reviewed: Spring 2017

Approved by Buildings, Health & Safety and Finance Committee: Autumn 2017

Approved by Full Governing Board: Autumn 2017

Signed by Chair of Governors:

Review Date: Autumn 2019

ECCLESTON CE PRIMARY SCHOOL

Accessibility Plan

1. We are committed to providing an inclusive and fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs as soon as possible. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. While Eccleston CE School has insufficient funds to put such works in hand before they are required, the school undertakes to increase the accessibility of provision for all pupils, staff and visitors to the school as soon as practically possible and as funds permit.
 - The school undertakes to improve access to the physical environment of the school, adding specialist facilities whenever possible in the course of building works and as funds permit. This covers improvements to the physical environment of the school and physical aids to access education.
 - The school undertakes, when a child or staff member with a disability accepts a place, to increase access to the curriculum expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.
 - The school undertakes to improve the delivery of written information to pupils, staff, parents and visitors with disabilities as soon as required. Examples might include handouts, timetables, textbooks and information about the school and school events. The information would be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a three yearly basis or sooner if required.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need for

awareness to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the Single Equalities Policy and Equality Scheme.
8. Access is a standing termly agenda item for the Teaching and Learning, Curriculum and Standards Committee, the Pupil Welfare Committee & Community Committee and the Buildings Health & Safety Committee. All these committees will be involved in any implementation of the Accessibility Plan.
9. The school will work in partnership with the Cheshire West & Chester local authority and the Chester Diocesan Board of Education in developing and implementing this plan as and when required.

Eccleston CE School Accessibility Plan 2017-2019

Issues to be addressed to improve Physical Access to the school as and when required

An Access Audit was carried out by Keith Ivens (BH&S Gov) Spring 2017 and a number of points for action as and when required or when funds permit were noted.

Item	Activity	Timescale	Cost £
Disabled car parking	None specifically allocated. A Disabled car parking bay will be allocated on notification of need	Programmed for 2017	
Dropped kerbs one side of main vehicle entrance. (Footpath to one side of entrance only)	Pedestrian and wheelchair access	In place	
Kerb removed from main entrance	Pedestrian and wheelchair access	As required	
Electronic control to main entrance door accessible for wheelchair users.	Wheelchair access	As required	
Wheelchair access from lower to upper playground and into main building.	Wheelchair access	As required	
Doors	To be painted in contrasting colour to walls	In the course of redecoration or sooner as required	
Doorframes	To be painted in contrasting colour to walls	In the course of redecoration or sooner as required	
Windows	Anti-glare film to be applied when required	As required	
Access between different floor levels	Ramps to be provided as necessary	As required	
Provision of induction loops	To be provided as necessary	As required	
Improve Reception facilities	The counter lowered to a maximum height of 800mm, with knee-space under.	As necessary	
Light switches	To be moved to wheelchair height, as money allows.	As required and as funds permit.	
Access to suitable play area	To be addressed as required	As required	

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Issues to be addressed to improve Curriculum Access as and when required

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum		Increase in access to the Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.		Increase in access to the curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements		Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils		Increase in access to the Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to Access		All stakeholders will benefit from a more inclusive school and social environment

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Issues to be addressed to improve the Delivery of Written Information as and when required

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes		Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it as far as is possible	All school information available for all		Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all		Delivery of school information to pupils & parents with visual difficulties improved.