

All mankind is made in the image of God Genesis 1:26 27

Edwinstree Middle School
A Voluntary Controlled Church of England School



ACCESSIBILITY PLAN

Adopted: Dec 2024

Review: Dec 2026

As a Christian school we recognise the unique and wonderful in everyone.
As a community we support one another to flourish, and live life in all its fullness.

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Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. The Equality Act legally protects people from discrimination in the workplace and in wider society and was developed to provide a single act of legislation covering all unlawful types of discrimination. The Equality Act requires all schools to promote equality of opportunity for disabled people and to carry out and publish accessibility planning to show how they will meet these duties. This plan must be adequately resourced, implemented and reviewed every three years. This policy and plan draw on guidance from the following publications:

- The Equality Act 2010 Guidance which can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>

Definition

Disability is defined by the Equality Act 2010 in following way,

“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 his or her ability to carry out normal day to day activities.”

Under this definition, many conditions including (but not limited to) learning difficulties such as developmental delay, specific learning difficulties such as dyslexia or dyscalculia, hearing or visual impairment are classified as disabilities.

Key Objective

At Edwinstree, we are committed to inclusion and equality for all. Our key objective of our accessibility policy and plan is to ensure that we:

reduce and eliminate barriers to the curriculum and to ensure participation in the school community for all pupils and any prospective pupils with a disability.

Principles

Compliance with the Equality Act is consistent with Edwinstree’s aims and ethos. Edwinstree recognises its duty under the Equality Act:

- Not to discriminate against disabled pupils in admissions and exclusions, and in provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

Edwinstree will:

- Recognise and value parents’ knowledge of their child’s disability and its effect on their ability to carry out normal activities and respects the parents’ and child’s right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils. This curriculum endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum by setting suitable learning challenges, responding to pupils’ diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Vision

As a Christian school we recognise the *unique* and *wonderful* in everyone. As a community we support one another to *flourish* and live life in all its *fullness*.

Key Areas

Edwinstree considers its duties to the Equality Act under the following broad headings:

- Participation in the curriculum
- Physical access of facilities and services
- Availability of information

We have developed our Accessibility Plan accordingly. It is the duty of all members of the school community to adhere to the Accessibility Policy through the implementation of the Accessibility Plan.

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Audit of existing provision (Autumn 2023)

| Key Area | Existing provision |
|--|--|
| Participation in the curriculum, including extra-curricular activities | <ul style="list-style-type: none"> ● Robust information gathering on new pupils with SEND, transition coordinator meets teachers. Bespoke plans for SEND children with summer holiday meetings prior to arrival. ● Detailed information on pupils with SEND shared with all staff working with individual pupils. ● Proactive inclusion of staff in professional meetings with all services. ● Comprehensive CPD programme relating to SEND. ● Termly Pupil Progress & Meetings for EHCP and K students. |
| | <ul style="list-style-type: none"> ● SEND friendly classrooms and environment. ● Dyslexia friendly strategies in use across the school and curriculum. ● Adaptations made to all teaching and learning. Universal teaching strategies from Education Endowment fund. ● Specialised modified resources e.g. buff paper, coloured overlays, adapted chairs, adapted pens/pencils, laptops for pupils etc. ● Visual impairment supportive resources. ● Support staff to support individual children. ● Robust systems of risk assessment in place. ● Clubs developed to promote and ensure engagement of all. ● Higher staffing ratios to allow pupils with SEND to participate in extracurricular opportunities including residential trips. <p><i>The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teacher advisors and SEND consultants and if appropriate, health professionals from the local NHS Trusts.</i></p> |
| Physical access of facilities and services | <ul style="list-style-type: none"> ● The entire school site is wheelchair accessible. ● However, our lift is currently not working and no budget to fix this for 2024/25. ● Accessible toilets in school. ● Small group teaching areas allow for quiet times, small group and 1:1 learning. ● Wellbeing hub- quiet space to support overwhelmed pupils. <p><i>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatments and colour schemes.</i></p> |

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| <p>Availability of information</p> | <ul style="list-style-type: none"> • Open door policy. • Parent/Carer consultation meetings. • Personal Edwinstree Learning Plans and Health Care Plans are working documents shared with parents. • Review meetings: Keeping in Touch (KIT) meetings. • Meetings with external professionals, parents/carers, SEND team and school staff as required. • Transition meetings for new pupils with SEND. • Transition projects for children with SEND when changing provision/Key Stage. • Additional visits planned with pupil and parents before beginning school in September. • Visits to school with SENDCo for prospective pupils with SEND promoted. |
| | <ul style="list-style-type: none"> • Information on policies available on website and paper copy on request. • Reports to governors on SEND. • SEND relevant information reported on the school website. • Parental requirements of modified resources respected. • Annual review of EHCP's. <p><i>The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</i></p> |

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Information Gathering

When developing our Accessibility Plan, Edwinstree gathers information from a wide range of sources, including:

- The current community population.
- The future intake (advanced information and the LA).
- Audit of the school’s strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school.
- Our school improvement plan.
- School policies.
- The physical environment of the school.
- The curriculum.
- How information is provided for disabled pupils and their parents.
- Outcomes for differently abled pupils including end of key stage results and achievements in extra-curricular activities.
- The views and aspirations of pupils and their families.
- The priorities of the local authority.
- Staff awareness of Equalities legislation.
- Staff knowledge and skills of needs of differently abled pupils.
- The views and aspirations of other differently abled people or voluntary organisations.

Accessibility Plan (Autumn 2024– Autumn 2026)

Key Area: Participation in the curriculum, including extra-curricular activities

| Target | Action | Time Scale | Resources | Responsibility | Outcome |
|---|--|--|---|---------------------------------------|--|
| To promote the strengths of pupils with SEND. | All pupils registered K and E will have a Edwinstree student profile that highlights their strengths and interests, and identifies and promotes their particular skills. | 2024 academic year and then ongoing | Staff meeting time | SENDCo SEND team Class Teachers | The profile of SEND pupils’ strengths will be raised and as such opportunities for their personal development will be recognised and acted upon. |
| To further promote inclusion within the PE curriculum by developing more Extra-curricular, especially | Pupils with SEND will be actively targeted to join extra-curricular opportunities. SEND pupils will be given opportunities to | 2024 academic year and then ongoing Working with the local sports partnership and | SM liaison with parents and tracking enrichment activities. | SEND team PP team | All children will have the opportunity to explore an extended range of sporting activities. |
| Competitive events. | compete in sporting events. | local schools to attend events. | | | |

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|---|--|----------|-----------------------------|---|--|
| To develop a bank of resources to use with our students who are at KS 1 and KS 2 levels and reception | Staff training, with SEND team, identified time to create and produce for LSA team working in Internal Alternative provision. Use the model of Dept of French to learn from. Exemplary practice. | On going | Staff time including inset. | Class teachers SEND team Senior Leadership Team Attendance team. | LSA and Alternative provision team have accessible meaningful work that where possible tracks alongside schemes of work. |
| To ensure that SEND children make excellent progress by improving their attendance in school. | Students are identified who are not attending and attendance team meet twice weekly and contact parents to support with home visits, adapted curriculums to promote attendance. | On-going | Staff time | Class teachers SEND team Senior Leadership Team Attendance team. | The attendance gap closes between SEND and non-SEND pupils to within 1 %. Last year the gap was over 5%. |

Physical access of facilities and services

| Target | Action | Time Scale | Resources | Responsibility | Outcome |
|--|--|--|--|---|---|
| To adapt our 3 learning spaces to meet the needs of our current and incoming students including sensory spaces and workstations. | Create sensory zones individualised to specific pupils with SEND. Develop quieter spaces wall off the PP area to take it out of the corridor. | 2024 academic year and then ongoing for new pupils | Sensory spaces And quiet spaces maximized within the facilities in the school. MR office area, PP room and Sunrise. | SENDCo Mental Health Lead/Deputy Class teachers | Children with significant and targeted plus needs will have spaces to meet their needs. |

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Availability of information

| Target | Action | Time Scale | Resources | Responsibility | Outcome |
|--|---|-------------------------------------|------------------|-----------------------|---|
| To develop a range of accessible methods of sharing SEND and mental Health information with the school community. | Provide resources explaining SEND specific documents in greater depth, SEND team and who leads on what. | 2024 academic year and then ongoing | Staff time. | SEND team. | SEND resources will be available in a wide variety of formats to make them accessible to all whilst promoting the inclusion of SEND within the school Community. Reduce social barriers for SEND pupils with their peers. |
| To meet the SEND EHCP and K students' parents on a termly basis to review and record agreed plans using the Assess, Plan, Do, Review (ADPR) cycle. | Refine a proforma for the ADPR cycle that captures more in-depth pupil and parental voice. | 2024 academic year and then ongoing | Staff time | SEND team | Pupils and parents will feel empowered within the A, P, D, R cycle and their voices will be clearly heard during assessment processes such as applications for EHCPs, provision panels etc. |

Accessibility Policy & Plan Availability

Edwinstree will make its Accessibility Policy & Accessibility Plan available in the following ways:

- A copy is posted on the school website.
- A copy is held in the school office and on the school server.
- A copy can be handed, emailed or posted upon request; please telephone (01763 271446) or email (admin@Edwinstree.herts.sch.uk) the school office should you wish a copy.

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