

East Ardsley Primary Academy Accessibility Plan

This plan outlines how we aim to increase access to education for pupils with disabilities in the curriculum, physical environment and information (three areas required by the planning duties in the Equality Act 2010).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Local Governing Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The current plan 2024 – 2026 reflects the number of children in school has who have an EHCP application in process (15 applications in process at the time of writing this plan)

The majority of these needs will be around speech, language and communication (40%), social, emotional and mental health (25%) and/or autism (13%).

These are, therefore prioritised in our plan but all our targets will apply to all children with disabilities and meeting those needs.

Planning duty 1: Curriculum

	Issue	What	Who	When	Expected Outcome	Review
Short term	Children are over reliant on adults to support them with their learning.	<p>Assemblies to share with children resources they can use to support them.</p> <p>Independent learning time in every lesson.</p> <p>Training to support staff in expectations and how to use appropriate scaffolds for different needs.</p> <p>Information sharing with parents to garner support and to ensure that they are able to support their child in developing their independence skills.</p>	Senior Leadership Team	Autumn 2024	Children are confident to 'have a go' and to use resources and support effectively to enable them to access the curriculum.	
Medium term	Children are able to identify what resources and supports help them best with their learning and why.	<p>Discussions built into review sessions and pupil voice to ensure children are reflective and recognise what helps them.</p> <p>Scripts to support staff in managing this.</p>	Teachers Teaching Assistants	Autumn 2025	<p>Children are able to talk about their learning knowledgeably and to recognise what helps them to learn best.</p> <p>They confidently identify why resources are useful to them.</p>	

		Visuals that are familiar to the children to support discussions about resources and environments that help them with their learning.				
Long term	Sharing our expertise with other schools to support them in developing an inclusive curriculum that enables independent learning.	Sharing of expertise within the MAT to build confidence of staff and to quality check what we can offer. Advertise self through work with outside agencies to identify how well this works and how we can support other schools with their development	SENDCo	Autumn 2026	We ensure that our practice in school is cutting edge and high quality by supporting other schools.	

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Children are not coping in classrooms as they are finding them overstimulating or their processing and speech and language skills are not in line with the	Expansion of The Bridge to support children we have in school who are unable to access the curriculum all day in an age-related classroom.	Principal	Autumn 2024	Children with high level needs and/or disabilities will be able to tolerate the age related classroom environment and	

	expectations of an age-related classroom	Specific interventions will be planned with the Speech and Language Therapist or other outside agencies to support 1 to 1 or small group work with children with speech and language needs.			expectations for longer periods of time.	
Medium term	Space is at a premium in school and as we have a dip year that will go through school it is an opportunity to expand our provision further into a larger space.	<p>Maximise number of EHCP applications to fund the expansion of the Bridge provision to offer short term interventions and support as well as support to those children with higher level needs.</p> <p>Identify which classroom is best placed to meet this need and to offer us the provision we feel with support our children best.</p> <p>Plan what this provision will look like, how it will be used and who might access it most successfully.</p>	SENDCo Principal	Autumn 2025	The Bridge has more space to enable it to have a quiet teaching space for interventions and such like as well as a provision-based space for speech and language generalisation work, sensory work and decompression time.	
Long term	Enabling of a teacher to support in The Bridge to further raise the quality of teaching and learning for	Review and revise staffing models to support the development of The Bridge using the additional funding	SENDCo	Autumn 2026	The provision for all children across school is teacher lead ensuring high	

	those children who are unable to access the mainstream age-appropriate classroom full time.	gained through the increased number of EHCPs in place for children in our school.			quality learning at all times throughout the day.	
--	---	---	--	--	---	--

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	<p>We currently use Tapestry as our communication system with parents but it is no longer fit for purpose as it does not link with our MIS.</p> <p>It is 'clunky' to use and tends to end up being the sharing of photographs rather than high quality information.</p>	<p>Move communication to Arbor for day to day messaging and sharing of incidents that have happened through the day with parents.</p> <p>School to ensure parents are kept well informed of the strategies and training that are being used in school so that they can use these at home.</p> <p>My Happy Mind app to be rolled out to all parents to give them support with their children's mental health. School to highlight and direct parents to training and strategies available on</p>	<p>PSHE Team</p> <p>Office Staff</p> <p>Teachers</p>	Spring 2025	Parents will have access to high quality and relevant information to support them with their children's needs.	

		<p>the app in response to parental concerns.</p> <p>Templates and reports can be set up so that information can easily be shared with parents.</p>				
Medium term	<p>Use of Provision Map effectively to cost out every intervention, resource and strategy used to support children in school.</p> <p>This will give a clear build-up of evidence for EHCP requests and reviews and reduce the workload of individual staff as it will be contributed to by staff across school in their interactions with the children.</p>	<p>Teaching assistants to log all their interventions on provision map so that there is a simple and clear record of the intervention and its impact.</p> <p>Costing to be applied to every intervention to give evidence of cost effectiveness of each one.</p> <p>Costing for all staff, resources and provisions to be included in Provision Map to support the ECHP process as well as track cost effectiveness of what we do in school for every child.</p>	<p>Principal</p> <p>SENDCo</p> <p>All staff</p>	Summer 2025		
Long term	<p>Parents do not always feel that they have any control over the provision their child gets in school.</p>	<p>Interventions are shared with parents and the cost effectiveness and impact of each intervention so that parents are involved in the way the funding for</p>	SENDCo	Autumn 2025		

	<p>Sharing information clearly and the impact of interventions and their cost effectiveness will give parents a real view of what we are achieving in school.</p> <p>It will give a layer of accountability to staff and school.</p>	<p>their child is spent and whether or not it is worthwhile continuing.</p> <p>Costings can be applied to newly suggested strategies or resources in reports of children so that when they appear in other children's reports at a later date it will give school and informed position.</p>				
--	--	--	--	--	--	--