

Edward Peake C of E (VC) Middle School

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Accessibility Plan April 2023-2026

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum. This covers teaching and learning and also the wider curriculum of the school. This includes access to and participation in lunchtime and after school clubs and school visits. It also includes, reasonable adjustments, the provision of specialist or auxiliary aids which may assist pupils accessing the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils, staff, parents/carers and visitors.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school strives to ensure that all pupils are equally valued and are provided with opportunities to understand, experience and value diversity. In line with the Equality Act 2010 Edward Peake C of E (VC) Middle School does not discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources	Responsibility/ Monitoring	Success criteria	Cost
Attitudes							
To promote positive staff and pupil attitudes towards disability.	<p>Take part in national awareness days to promote inclusivity.</p> <p>Promotion of national awareness days via social media, form discussions and community circles.</p> <p>To promote inclusivity during collective worship sessions.</p>	To ensure pupils and staff develop positive attitude towards disabilities	<p>Ongoing as part of established practice.</p> <p>Invite disabled groups in during PE eg wheelchair basketball, VI team etc.</p> <p>Encourage local disability groups to visit collective acts of worship.</p> <p>Issue regular pupil/staff voice activities to capture the views and opinions of others towards disability.</p>	Specific to individual activities	<p>Senior Leadership Team</p> <p>SENDCo</p> <p>Head of RE</p> <p>Subject Leader PE</p>	To ensure all pupils and regardless of disabilities.	Costs specific to individual activities

Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources	Responsibility/ Monitoring	Success criteria	Cost
Communication							
<p>Improve the delivery of information to people with a disability.</p> <p>Identify appropriate training which would support increasing accessibility.</p>	<p>Edward Peake uses a range of communication methods to ensure information is accessible to staff, pupils, their families and visitors. This includes:</p> <ul style="list-style-type: none"> •Internal signage •Induction loops/sound fields •Visual timetables •Dyslexic friendly resources. <p>Information from Educational Psychologists etc. are shared with parents.</p>	<p>Ensure that all members of the school and wider community can access written and spoken information.</p> <p>Parents offered support to understand their child's assessment as and when needed.</p> <p>To continue to ensure that all policies indicate if alternative formats are available.</p> <p>Seek additional information about disabilities from pupils and their</p>	<p>Ongoing timescale</p> <p>Pictorial representations where needed to be identified, agreed and ordered.</p> <p>Ensure that all correspondence with pupils and parents is accessible.</p> <p>Appointments offered to parents to discuss progress and outcomes of assessments conducted at or facilitated by school.</p>	<p>Staff time in considering responses.</p> <p>Alternative communication platforms maybe needed.</p> <p>Deliver INSET training to support SEND knowledge and strategies to scaffold.</p>	<p>Senior Leadership Team</p> <p>SENDCo</p> <p>Office Manager</p> <p>Marketing staff member</p>	<p>Signage is accessible to all visitors to the school.</p> <p>All pupils, families and visitors will be able to access the information shared by the school.</p> <p>Parents will have an understanding of their child's needs.</p> <p>It will be clear to people accessing the key documents that alternatives are available and these may be</p>	<p>Normal printing and photocopying costs.</p>

	<p>-Information on the school website can be requested and is available in other formats if necessary.</p> <p>-Newsletters, lesson resources and information Worksheets to be made available in large print to pupils/staff with a VI.</p>	<p>families needed.</p>	<p>Audit of documents to check headers and footers state this information on relevant documents.</p> <p>Send out disability questionnaires to all new pupils/parents each year and also to community users yearly. Monitor feedback and action to be taken where needed.</p> <p>Complete a communication audit and implement any actions required to improve communication across the school</p>			<p>accessed.</p>	
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Aim	Current good practice Include established practice, and practice under development	Objectives	Timescales and actions.	Resources	Responsibility/ Monitoring	Success criteria	Cost
Curriculum							
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Across all curriculum areas, pupils at Edward Peake are given an adapted curriculum as necessary.</p> <p>We tailor our resources to the individual needs of the pupils.</p> <p>The curriculum is reviewed annually or sooner, if necessary, to ensure it meets the needs of all pupils.</p> <p>Progress across the curriculum is tracked for all pupils, including</p>	<p>Lessons are accessible for pupils with SEND and they are able to reach their potential.</p> <p>Subject leaders to ensure resources are suitable for the needs of pupils and are varied and accessible for both pupils and staff.</p> <p>Targets are meaningful for all pupils.</p> <p>Emerging needs are identified and support put in place in a timely fashion.</p>	<p>Ongoing timescale</p> <p>Exploration of KS4 curriculum needs and requirements.</p> <p>Subject leaders to audit their curriculum to ensure it meets National Curriculum expectations and is adapted/ personalised to meet the needs of all learners.</p> <p>Specific resources to be purchased as necessary by curriculum areas to support changing cohorts into school.</p>	<p>Access to high quality CPD in order to identify the needs of SEND pupils.</p> <p>Access to high quality CPD to ensure subject leaders are skilled in curriculum mapping and provision.</p> <p>Sharing of good practice within the school.</p> <p>Strategic working with the local authority SIA, curriculum leads and SENDAT.</p>	<p>Senior Leadership Team</p> <p>Subject Leaders</p> <p>SENDCo</p> <p>Teaching staff</p>	<p>Existing costs and programmes of study being delivered to all pupils with maximum impact.</p> <p>Staff expertise and knowledge increases.</p> <p>Curriculum mapping demonstrates that it is adapted to meet the needs of learners and is reflected in the progress of pupils.</p> <p>Resources are accessed by staff and pupils and the curriculum being delivered is</p>	<p>Specific to individual activities.</p>

	<p>those with a disability. It is tracked by SLT, SENDCo and subject leaders.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>EHCPs are reviewed annually. Learner profiles and key information about pupils is shared with staff.</p> <p>Timely and targeted interventions delivered to support the diverse needs of pupils with SEND.</p> <p>Additional adult support where necessary in lessons is well utilized.</p>	<p>Where needed, additional interventions are put in place and delivered by the SEND team. Reviewed on a termly basis. Changes made to suit needs of learner.</p> <p>Teachers and TAs arrange times to discuss needs of learners.</p> <p>TAs will be fully deployed in class and impact will be evident.</p> <p>Continued CPD for all staff to address emerging needs of students.</p>	<p>Review of targets for pupils with SEND in light of any new information that is received from, specialist/ external/ internal sources and assessments.</p> <p>Teaching staff use information from Annual Reviews, EP assessments and profiles to inform their teaching for pupils with SEND.</p> <p>Reflect upon and refine interventions and their timetabling to ensure that intervention sessions have maximum impact, ensuring they take place regularly without disruption.</p>			<p>enhanced as a result.</p> <p>Pupils with SEND have achievable targets which motivate them and inspire them to achieve.</p> <p>Teachers have a clear understanding of pupils' needs and adapts teaching to meet need.</p> <p>Range and impact of intervention increases.</p>	
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Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources	Responsibility/ Monitoring	Success criteria	Cost
Inclusion							
Impact analysis	<p>Review of provision during curriculum and standards meetings.</p> <p>Review of provision and the impact of the provision during Inclusion meetings.</p> <p>Feedback about provision and delivery for SEND/Inclusion takes place during full governing body meetings.</p>	For provision to be reviewed effectively so it meets the needs of learners with SEND.	<p>Ongoing timescales</p> <p>Reviewed during SLT meetings.</p> <p>Reviewed half termly by the inclusion team.</p> <p>Reviewed half termly by the governing body.</p> <p>Analyse impact of behaviour code/ rules, Anti-bullying Policy, visits, homework, etc in relation to all pupils with disabilities/needs. eg do they consider needs of pupils with ADHD, ASD etc.</p>	Specific to individual cases.	<p>Senior Leadership Team</p> <p>SENDCo</p> <p>Inclusion team</p> <p>Allocated SEN governor to assist with impact review.</p>	<p>For the school to offer an inclusive package of support.</p> <p>For interventions to be tracked and monitored against progress indicators.</p>	No costs involved.

<p>Inclusive space used to support learners.</p>	<p>Development and use of the HIVE from Dec 2019. The HIVE is a multi-use space which is used to support all pupils with disabilities and additional needs. This space is used for interventions and restoratives. This space is staffed by the HIVE team who form part of the inclusion team.</p> <p>Development of the Nest in Sep 2020 which is a private and safe space used by professionals to speak to pupils and an area that pupils can use quietly with school staff. This space is staffed by the HIVE team who form part of the</p>	<p>For pupils to have a space in which to learn, be supported and thrive.</p>	<p>Ongoing timescales</p> <p>Use of the HIVE/PEAKE discussed in a weekly inclusion meeting.</p> <p>Staff training for TAs and pastoral support officers in how to deliver interventions.</p> <p>The sensory room space was developed in Sep 2023 and the use of this space will continue as the school expands.</p> <p>*Allocation of space will be reviewed during the building work 2024-2025</p>	<p>Specific requirements for each inclusion space.</p>	<p>Senior Leadership Team</p> <p>SENDCo</p> <p>Inclusion team</p>	<p>For pupils to feel supported in spaces which are calming, purposeful and welcoming.</p> <p>For pupils to have access to high quality intervention delivered by skilled staff.</p>	<p>Costs specific to the requirements of each inclusion space.</p>
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	<p>inclusion team.</p> <p>Development of the Peake in Sep 2019 which is a multi-use space for pupils with disabilities and additional needs. This space is used for intervention, break and lunchtime support. This space is staffed by the SEND team who form part of the inclusion team.</p>						
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Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources and persons responsible	Responsibility/ Monitoring	Success criteria	Cost
IT							
Ensure ICT software is appropriate for all pupils with disabilities.	<p>Use of found fields and hearing loops.</p> <p>Use of software which allows pupils to record their voices rather than type.</p> <p>Use of software which allows increased visuals and signs to aid understanding.</p> <p>Use of visualisers in the classroom.</p>	Prioritise new software to purchase (magnification and hearing amplification, sound field and hearing loop systems where needed)	<p>Ongoing timescales</p> <p>Reviewed at ICT strategy meetings which take place every term.</p>	SLT Partnership Education	Reviewed and currently under the audit review procedure	For all pupils to access the appropriate support and software so they can reach their individual progress steps.	Specific to individual rooms

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Medical							
<p>.For pupils and staff to have access to high quality medical support for both:</p> <p>Specific medical conditions</p> <p>General first aid support</p>	<p>Dedicated medical needs base</p> <p>Specific equipment for individuals with high medical needs.</p> <p>Highly skilled medical needs coordinator</p> <p>Promotion and awareness of medical conditions</p> <p>PEEPS and risk assessments completed for staff and pupils. Reviewed regularly with contributions from other professionals.</p>	<p>For pupils to have high quality care and medical support.</p>	<p>Ongoing timescales</p> <p>New medical room created in Sep 2023 to ensure we have a high quality delivery of medical provision as the school expands.</p> <p>Purchasing of new medical equipment for pupils who require specialist support. This will change depending on the cohorts of pupils.</p> <p>Specialist training and CPD place for staff on different medical conditions.</p>	<p>Medical supplies as and when required by the medical needs coordinator requires.</p>	<p>Senior Leadership Team</p> <p>Medical Needs Coordinator</p>	<p>For pupils and staff to feel safe and supported in school in line with their specific medical requirements.</p> <p>For pupils and staff to feel safe and supported with their general medical or first aid requirements.</p>	<p>Individual to each activity.</p>

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Policies and procedures							
<p>Ensure all policies consider the implications of Disability Access</p>	<p>Statutory policies are reviewed every year.</p> <p>Other policies are reviewed every two years or earlier if required.</p> <p>The leadership review each policy and carefully consider the implications of disability access.</p> <p>Any new guidance is discussed and actioned during leadership meetings.</p> <p>All policies are ratified during full governing body meetings.</p>	<p>They will reflect the need to ensure that people with disabilities are not treated less favourably or placed at a disadvantage.</p>	<p>Check policies on health/medical related disabilities.</p> <p>Introduce amendments to policies where needed.</p>	<p>Time</p> <p>Current and updated legislation packs as and when required.</p>	<p>Senior Leadership Team</p> <p>Finance and HR</p> <p>SENDCo</p>	<p>All policies will be carefully written to ensure they promote fairness and equality.</p>	<p>Minimal costs</p> <p>Printing and photocopying.</p>

Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources	Responsibility/ Monitoring	Success criteria	Cost
Premises							
<p>Improve and maintain access to the physical environment.</p>	<p>The school environment of Edward Peake Middle School is adapted to not only meet the needs of its pupils, but also their families, its staff and visitors, as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> •Corridor and door widths accessible for wheelchair users •Lifts within the school building •Clear signage in all areas of the school - both inside and outside •Accessible toilets, shower and changing 	<p>Maintain the high standard set when the school opened, so that pupils of all abilities continue to have ease of access.</p> <p>Ensure any building work takes in to consideration the needs of SEND pupils and provides equal opportunities for pupils to access the physical environment.</p>	<p>Premises Manager to ensure that the school building is kept in a good state of repair.</p> <p>That any buildings issues are reported by teachers or support staff and are dealt with in a timely manner.</p>	<p>Building plans</p> <p>New signage if required</p> <p>Premises equipment</p>	<p>SLT</p> <p>Premises Manager</p> <p>Premises and site team.</p> <p>Finance Manager</p>	<p>The school building and site will remain accessible to pupils, parents/carers, staff and the wider community.</p>	<p>Costs as part of school extension programme</p> <p>Ongoing. Current facilities are reviewed by the premises team every half term. Premises/facilities discussed in the resources governors meeting which meets every half term. Discussions taking place in the expansion planning meetings.</p>

	<p>facilities</p> <ul style="list-style-type: none"> • Dedicated medical space. • Library shelves at wheelchair-accessible height <p>Adjustable workspaces within food technology</p> <ul style="list-style-type: none"> • Accessible parking bays <p>Installation of Ecophon panels for hall as part of the previous expansion.</p> <p>Accessibility of all specialist teaching rooms to all pupils eg labs, ICT suites, music etc.</p>						
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Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources and persons responsible	Responsibility/ Monitoring	Success criteria	Cost
Staff							
Promote equality of opportunity for all staff	<p>Opportunities for all staff to engage in high quality CPD which furthers their development.</p> <p>Training opportunities to secure promotional posts.</p>	To ensure the staff feel valued and have access to a wide range of opportunities.	<p>Encourage disclosure of disability – update annually as needs change.</p> <p>Update personnel records regularly.</p> <p>Check application forms etc are accessible to all.</p>	<p>Advertising of vacancies</p> <p>Personnel records</p> <p>Filing cabinets</p>	<p>Senior Leadership Team</p> <p>Finance and HR</p>	Retention of highly trained and skilled workforce.	Individual costs specific to vacancies and training opportunities.

Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources	Responsibility/ Monitoring	Success criteria	Cost
SEND and disabilities							
Pupils with SEND to be supported as part of their individual requirements and support needs.	Please refer to the individual boxes below. Risk assessments and PEEPs in place.	Pupils to be supported and staff to be aware of the needs of individual learners. Reasonable adjustments to be in place to support the pupils in their everyday activities To ensure all aspects of school life remain accessible.	Ongoing timescales	Specific to each individual activities.	Senior Leadership Team SENDCo Teaching staff Support staff	For SEND pupils to feel safe and supported across all aspects of their school life.	Specific to individual activities.

SEND and disabilities information

ADHD	Asthma	Autism	Chronic fatigue/ cancer patient	Deficient fine motor skills or dexterity	Diabetes, other disabilities requiring chilled medication.	Dietary needs and allergens	Dyslexia
<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime. This will help pupils regulate in a peaceful environment.</p> <p>Access to private medical space to take medication.</p> <p>Medical support.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Awareness raising of staff (and possibly pupils).</p> <p>Avoiding dust in the school and being aware of the risks of dust.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime. This will help pupils regulate in a peaceful environment.</p> <p>Access to inclusion support.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Provide quiet space for resting.</p> <p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Access to medical support.</p> <p>Access to part time or bespoke timetable.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Provide appropriate specialist equipment</p> <p>e.g. pencil grips, sloping desk-tops.</p> <p>Continue to provide scribing support for pupils with such difficulties including seeking approval for provision of appropriate support during examinations.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Provision of a private space for administering medication and checking levels.</p> <p>Access to inclusion support.</p> <p>Access to medical support.</p> <p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Provision of clean fridge appropriate for medication in more private area.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Specialist diets catered for as part of regular provision.</p> <p>Food prepared separately and in discussion with the pupil.</p> <p>Allergy information is available.</p> <p>Themed days and celebration events are catered for so pupils are able to take part.</p> <p>Training for all staff on allergy awareness.</p> <p>Pupil allergy list provided to school staff.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Provision of specific requirements for Dyslexia taken from screeners and professionals reports.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>

Eczema or other related skin conditions	Epilepsy	Hearing impairment	Mobility and/or motor difficulties	Speech	Visual impairment
<p>Provide a private space to reapply emollients.</p> <p>Access to inclusion support.</p> <p>Access to medical support</p> <p>Increased staff awareness including provision for pupils to be allowed to leave a class if they had a severe itching problem.</p> <p>Offer flexible approach to P.E. kit and other uniform issues to allow for specific needs.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Awareness training of appropriate action for epileptic fit.</p> <p>Avoiding use of flashing lights without warning.</p> <p>Individual requirements in place specific to care plans.</p> <p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>	<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Increase awareness of all staff e.g. face the class, write up new words, allow pupils to sit in best position to hear in class.</p> <p>Installation of Ecophon panels for hall as part of the previous expansion.</p> <p>Use of sound fields and hearing loops.</p> <p>Continue to provide regular opportunities are offered for the HI children to engage in group conversation.</p> <p>Ensure that HI pupils are supported at school events (e.g. sports day)</p> <p>High quality teaching with appropriate resources</p> <p>Access to specialist staff.</p>	<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Provide ease of transfer from wheelchairs to toilets and wheelchairs to class chairs.</p> <p>Provide accessible toilets.</p> <p>Provide lift access at the front and rear of the building.</p> <p>Provide automatic access door from the playground to the main corridor.</p> <p>Provide adjustable table, cooker and sink to assist pupils with disabilities and or height differences as part of new technology room.</p> <p>Furniture in rooms to be organised so as to enable full access.</p> <p>Access to specialist equipment including furniture.</p> <p>Access to medical support.</p> <p>Access to the inclusion team.</p> <p>Provide a PE curriculum that is accessible for all pupils.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p> <p>Maintain training in appropriate evacuation techniques for people with mobility disabilities.</p> <p>Provide scope for appropriate exercise regime as recommended by OT or physiotherapist.</p>	<p>Specific requirements linked to individual care plans and professionals reports.</p> <p>Access to phonics intervention.</p> <p>Access to inclusion support.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p> <p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p>	<p>Providing quiet spaces for pupils to complete intervention or relax during break and lunchtime.</p> <p>Continue to provide enrichments in appropriate formats on line with scaffolding as appropriate.</p> <p>Newsletters, lesson resources and information Worksheets to be made available in large print to pupils/staff with a VI.</p> <p>Specific requirements from professionals reports.</p> <p>High quality teaching with appropriate resources.</p> <p>Access to specialist staff.</p>

Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources	Responsibility/ Monitoring	Success criteria	Cost
Transition							
Effective and supportive transition procedures.	<p>All documents/information packs are available in large print.</p> <p>Disability questionnaires out with new pupil admission forms at the start of each school year.</p> <p>Meetings to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural / physical needs as and when required by the lower school/parents. Meetings with staff from all schools.</p> <p>Sharing of key information.</p>	<p>To ensure pupils are supporting on their transition journey.</p> <p>To ensure pupils and their families feel informed about the support they will receive.</p> <p>To ensure key information is shared between professionals.</p>	<p>Work with lower schools on the transition arrangements for Sep 2024 as the age ranges are changing within the local area.</p> <p>Work with local schools and CBC on new transition procedures for in year admissions.</p>	<p>Transition packs</p> <p>Transition lessons for individual subjects</p> <p>Paper resources</p> <p>Time for specialist staff to meet with professionals and school staff.</p>	<p>Senior Leadership Team</p> <p>SENDCo</p> <p>Year Leaders</p> <p>Safeguarding team</p> <p>Office Manager</p>	<p>For pupils and their families who are joining the school to feel supported.</p> <p>For parents/carers to feel informed about the support we can offer to their child/children.</p> <p>For children and their families to feel part of the EPMS community.</p>	Normal printing and photocopying costs.

Aim	Current good practice Include established practice, and practice under development	Objectives	Actions to be taken including timescales	Resources	Responsibility/ Monitoring	Success criteria	Cost
Trips and visits							
Access to wider curriculum and enrichment activities.	<p>Ensure school activities are accessible to all pupils. Investigate flexibility of hours to cover extra-curricular activities if required.</p> <p>Ensure all trips are accessible to all pupils with SEN and disabilities.</p>	<p>For pupils to gain further opportunities outside of the classroom and develop their understanding in different contexts.</p> <p>For pupils to develop their self-confidence.</p> <p>To remove any barriers to learning for pupils with SEND.</p>	<p>Ongoing and reviewed on a termly basis.</p> <p>Ensure school activities are accessible to all pupils. Investigate flexibility of hours to cover extra-curricular activities if required.</p> <p>Ensure all trips are accessible to all pupils with SEN and disabilities.</p>	Individual to each trip and visit.	All staff under guidance of SENDCo and the EVC.	Trips/school visits discussed with trip leaders to ensure inclusivity.	Specific to individual activities

4. Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The plan is valid for three years 2023-2026. It is reviewed annually by the Senior Leadership team and governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Medical Needs Policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Signed: _____ Chair of Governors

Date approved: _____

Review date: _____

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two Accessible by stairs and lift	Lifts kept in good state of repair. Stairwells remain well-lit and clear of obstructions.	Premises Manager Premises and site staff Headteacher, Deputy Headteacher	Ongoing
Corridor access	Wide enough for wheelchair access	Ensure that corridors are kept clear and free from clutter.	Premises Manager Premises and site staff Headteacher, Deputy Headteacher	Ongoing
Lifts	Two within the school building	Ensure they are in good working order and being used appropriately.	Premises Manager Premises and site staff Headteacher, Deputy Headteacher	Ongoing
Parking bays	Disabled/Accessible access at the front of the building.	Ensure that only staff or visitors who require the spaces are using them. Regular communication with staff to remind them of this.	Premises Manager Premises and site staff Headteacher, Deputy Headteacher	Ongoing
Entrance	Main Entrance and rear entrance	Ensure doors in good working order	Premises Manager Premises and site staff Headteacher, Deputy Headteacher	Ongoing
Ramps	1 ramp at the front of the school for accessibility in to the main	Ramp to be kept clear and free from debris.	Premises Manager	Ongoing

	school site.		Premises and site staff Headteacher, Deputy Headteacher	
Toilets	There are a number of general toilet blocks within the school building for general use by pupils. In addition, there are also a number of accessible toilets, strategically placed within key areas of the school.	Ensure that those staff and students who need to access the accessible toilets are identified .	Premises Manager Premises and site staff Headteacher, Deputy Headteacher	Ongoing
Reception areas	One main reception area which is a large space with fob access/exit	Ensure space is kept clear of furniture and objects that could cause trip hazards. Premises team regularly cleans area ensuring no danger of slips	Premises Manager Premises and site staff Headteacher, Deputy Headteacher	Ongoing
Emergency escape route	Fire exits clearly marked; numerous escape routes across each side of the site; fire extinguishers throughout site	Ensure fire exits are accessible at all times; ensure fire doors are efficient; ensure maintenance of fire extinguishers; regular fire and lockdown drill practice to be undertaken.	Premises Manager Premises and site staff Headteacher, Deputy Headteacher	Ongoing