



EVERTON
**FREE SCHOOL &
Football College**

Accessibility Plan 2021-2024

EVERTON FREE SCHOOL AND FOOTBALL COLLEGE

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Everton Free School and Football College (“EFS”) plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.
5. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies and Terms of Reference are reviewed, a section relating to access may be added to that on Equality and Diversity.
7. The Plan will be monitored through the Teaching, Learning and Care and the Finance Premises & Personnel Committees of the Governors.

Aim 1

To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

	Action	Success Criteria	Staff Responsible	Resources	Timeline Start - End	Monitoring	Evaluation
Short Term	To involve parents/carers fully in the attainment and planned progress of their child by seeking their views and contributions.	Parents/Carers will be partners in decision making regarding their child's needs and provision, and will contribute to plans and reviews.	SENCO. Teachers. SLT.	Time for Parents Evenings, review meetings, documentation for pupil profiles, EHAT's, EHC Plans, Staff Meetings.	Ongoing.	Records of attendance at Parents Evening / Review Meetings, paperwork evidencing this action.	PSP reviews, reviews from other meetings evidencing a person centred approach involving parents.
	Develop Diagnostic reading System to analyse and improve pupil's reading.	Staff are able to use entry and exit data more effectively in reading to measure pupil progress.	SENCO. Literacy Co-ordinator.	Staff meeting time to help staff meet targets more successfully.	Ongoing, relating to termly assessment cycles.	Monitoring on a short term and termly basis, and in provision reviews.	Baseline and exit data demonstrates good or better progress.
	Aim to ensure inclusive practices run throughout all school policies & procedures.	All teaching staff will look at how to make their class and subject as inclusive as possible.	Teachers. Learning Mentors. Teaching Assistants.	Social Language Group resources, Talking Partner resources, school policies, etc.	Ongoing.	Self-evaluation.	Final assessment by SLT.
	To continue to make all the staff, both teaching and non-teaching, more informed about SEN and Strategies to use.	SEN pupil's attainment identified early and targets set which result in improved outcomes.	SENCO. Teachers. Teaching Assistants.	CPD of staff incorporating SEND.	CPD cycle for academic year.	SLT and SENCO.	Information files available on range of SEN issues and CPD of SEND audited.

	Teaching Assistant to cascade reading training to all support staff.	SEN students to increase confidence in reading to enable access of curriculum.	Designated Teaching Assistant.	Teaching Assistant time.	Ongoing.	Monitor progress through Baseline from start to finish entry and exit data.	Impact in class. SEND, Teacher & TA to evaluate success.
	Action	Success Criteria	Staff Responsible	Resources	Timeline Start - End	Monitoring	Evaluation
Medium Term	TA's to implement their training on Literacy with groups across the school.	Literacy Co-ordinator will monitor That Reading Thing and Accelerated Reader.	Literacy Co-ordinator.	TRT. Accelerated Reader.	Ongoing.	Monitor progress of pupils' reading ages.	School will evaluate using of variety of techniques.
	Continue working on good practice for ASD / Dyslexia / Dyspraxia.	Continue working on Dyslexia Friendly / ASD / SPLC and any other strategies which will help our pupils.	SENCO.	Staff Meetings / training from expert agencies.	Ongoing.	Lesson observations.	SLT / SENCO evaluations of work.
	Action	Success Criteria	Staff Responsible	Resources	Timeline Start - End	Monitoring	Evaluation
Long Term	To make school as inclusive as possible by recognising pupil diversity through lesson delivery and techniques.	Quality first teaching is evident. Effective use of support staff. Effective Inclusive learning environment. Lessons show differentiation, groupings, etc.	SENCO. SLT. All Teachers. Teaching Assistants.	Staff Meetings, Training on Inclusion where applicable to policies and procedures.	Ongoing.	Lesson observations, Learning Walks involving the SEND Governor.	SLT Performance Management.
	Compile and maintain whole school/year group and class registers of children with additional needs.	The maintenance of an effective SEN list and monitoring list as well as class and year group information regarding vulnerable learners.	SENCO. Teachers. SLT.	SENCO leadership and management time.	Ongoing.	Whole school/year group/class registers and SEN register.	Everybody has a current SEN register so are aware of pupil needs.

Aim 2

To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

	Action	Success Criteria	Staff Responsible	Resources	Cost	Timeline Start - End	Monitoring	Evaluation
Short Term	To work with external consultants from EFC Health and Safety / HR to undertake physical audit.	Audit completed.	SENCO. Facilities Manager.		TBA.	Summer 2021.	Report to Governors.	Report from consultant evaluated and reviewed with Governors.
	Improve physical Environment by ensuring corridors/common areas are kept clear.	Movement around school improve for disabled adults and pupils.	Site Staff.		TBA.	Ongoing.	SLT.	
	Action	Success Criteria	Staff Responsible	Resources		Timeline Start - End	Monitoring	Evaluation
Medium Term	Incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Classrooms are made more accessible to visually impaired pupils.	Head Governors.	Refurbishing materials and labour.	External accessibility report.	2021-2024	Reviewed as part of the SDP. Report to Governors.	Completed and reported to Governors.
	Action	Success Criteria	Staff Responsible	Resources		Timeline Start - End	Monitoring	Evaluation
Long Term	To improve access to designated areas over successive financial years. School to decide which entrances and exits have priority and plans to fit ramps, handrails and other relevant equipment to all of these if funding allows.	The school's entry areas will be fully accessible.	Head Governors. Deputy Governors.	Fixtures and fittings. Labour.	Priorities to be taken from External Accessibility Report.	Ongoing.	Reviewed as part of SDP. Report to Governors.	Completed and reported to Governors.

Aim 3

To improve the delivery of information to disabled pupils and parents

	Action	Success Criteria	Staff Responsible	Resources	Cost	Timeline Start - End	Monitoring	Evaluation
Short Term	Identify documents which would need to be in other formats for our parents.	Selection of documents successfully identified.	SEN.	None.	None.	Ongoing.	Deputy Principal to oversee.	Selection identified.
	Availability of material alternative formats – identify sources.	If needed the school can provide written information in alternative formats.	Named member of staff.	Braille / Audio Tape / Large Print, etc.	Cost related to charges for Braille / Audio Tape / Large Print, etc.	Ongoing from April 2021.	SENCO.	Sources identified.
Medium Term	Insert into policies the footnote. 'Alternative formats available on request' when re-printing.	Policies have footnote.	All Co-ordinators.	None.	Photocopying costs.	Policies updated 2021 onwards.	SENCO.	Policies updated according to timelines.
	Set up system for getting alternative formats.	Easy access appropriate material for adults and pupils.	SEN.	None.	None.	As policies are updated.	Deputy Principal to oversee.	Systems in place.
Long Term	Review and update systems.	Systems reviewed.	SLT.	None.	None.	Ongoing.	Deputy Principal to oversee.	Review completed.