



Eastling Primary School

Accessibility Plan 2025-2028

Eastling Primary School is a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as a positive experience that will live long in their memories.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied lives and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan:

This plan shows how Eastling Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning:

Increasing access for disabled pupils to the school curriculum, (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools, (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils to make written information that is normally provided by the school to its pupils available to disabled pupils.

Context:

Eastling Primary School consists of a Victorian building housing 2 classrooms, an activity area, a library, toilets and SEN room. There is a link corridor to the newer modern building, which houses a further two classrooms, computer suite, kitchen and school hall. The offices and staff facilities are located in the Victorian schoolhouse. The schoolhouse has extremely limited access for wheelchair users. The accessibility for wheelchair users to the main school building is via the school hall. There is an accessible toilet in the main building.

Current Range of known disabilities:

The school has children with a range of disabilities that include moderate and specific learning disabilities. We have a small number of pupils with ASD, ADHD, Sensory Processing Disorder, Speech and Language, Visual Impairment and Hearing Impairment.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs in inclusive classes, and all SEND children make progress in line with other children. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

Not started	In progress	Effective Implementation
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	Target	What?	Who and How?	Time Scale	Success criteria	Completed (date)
SEND						
1	Improve the staff expertise in supporting the range of disabilities of children in the school.	Staff CPD	SENCO/HT	As and when identified	Adult support has a positive impact on children's learning.	Ongoing – log kept of training which has been attended.
2	Interventions are regularly evaluated.	Termly meetings to assess the progress of SEND children.	Teachers/SENCO/HT	6 times a year	SEND children progress as well as others.	Ongoing with well-established routines
3	Ensure SEN information is clear and shared with staff.	Clear support plans in place for all children on the SEN register.	SENCO	Ongoing and as required	Parents and children fully understand their targets and progress from the support plans.	Information regularly sent to parents - well established routines
Building						
4	Keep corridors free from obstructions	Daily checks of the corridors to ensure that they are clear of clutter.	Teachers and children	Ongoing	Children aware of the dangers of a cluttered corridor.	June 2025
5	Outdoor lighting around the building and on the field.	Update lighting to improve the visibility for all during the darker evenings and mornings.	Electrician/office staff	January 2022	Everyone has visual access to and from the carpark.	January 2022
6	Time table information is clear for every child	Visual timetables are used daily in every class	Class teachers	Ongoing	Visual timetables are used by children to	Achieved

					prepare for their work through the day.	
7	Educational visits to be accessible to all.	All visits assessed for accessibility for all children.	Class teachers	Ongoing	No child misses a school visit through exclusion due to disability.	Achieved-ongoing/review
8	Children finding playtimes overwhelming access Lego club	Develop use of Lego therapy	SENCO/TA's	March 2024	Less dysregulation of individuals	Ongoing
9	Children needing time to control themselves are handled safely.	Positive handling training undertaken by additional staff.	TA's/HT/CT's	October 2021	Two staff available at all times that are trained in positive handling.	October 2021 with further staff trained as courses are available.
Medical						
10	Medical plans kept up to date and staff attend training for individual pupils.	Plans reviewed annually or as required. Training for new members of staff.	Class teachers/TA's/SENCO	Ongoing	Staff trained and able to work with identified children.	Ongoing
11	More members of staff trained as First Aiders.	More staff trained to deliver first aid.	TA's/Office staff/Class teachers	May 2022	First Aid cover for trips easier.	May 2022
12	Additional member of staff trained in Paediatric First Aid.	Second staff member trained as Paediatric First Aider.	EYFS teacher	May 2022	At least one member of staff trained in Paediatric First Aid on site at all times.	May 2022
Curriculum and Classroom						
13	Adaptive teaching	Monitor planning to ensure that the needs of all the children are	Class teachers/SLT	Ongoing	All children to make at least good progress in line with their need.	Achieved, children with SEND make appropriate

		met in order to fully access the curriculum.				progress from their starting point.
14	Classroom organisation	All staff will check the access around the classrooms to ensure it is accessible.	Class teachers/TA's	Ongoing	Children are able to move around the classroom safely and access resources as required.	Achieved, learning walks to monitor
15	School trips and residential visit	All trips assessed for wide accessibility for all children.	Class teachers/SENCO	Ongoing	All children are able to access school trips and the residential safely.	Achieved – trips open to all children
16	Play therapist	Play therapist supporting individual children.	Class teachers/play therapist	Ongoing	Individuals to work towards goals to help support them	Ongoing from September 2024
Communication						
17	All parents are able to understand and respond to school communications.	Identify parents with communication difficulties. Ensure that all school communications are accessible to all the parents.	Office staff	Ongoing	Use a variety of communication methods, email, phone calls, newsletters.	Achieved and monitored
18	Increase use of social media to promote the school and as a means of communication.	Parents are able to keep up to date with daily events on social media.	HT and office staff	Ongoing	More parents accessing social media and promoting the school.	Achieved, website updated regularly
19	FLO employed by the school	FLO works Monday-Wednesday and is accessible for all families	FLO	Ongoing	Coffee mornings, parent workshops with increased attendance.	November 2024