



TOR VIEW SCHOOL ACCESSIBILITY PLAN

Document Owner	S Johnson
Date implemented	November 2022
Review cycle	3 yearly
Date reviewed	September 2024
Date next review	September 2027
Date approved by Governors	23.11.2022
Associated documents	https://www.legislation.gov.uk/ukpga/2010/15/schedule/10
Published on website	Yes
Purpose	To set out the school procedure on accessibility.
Scope	Learners, Staff, Governors and Stakeholders
Equality, Diversity & Inclusivity	Tor View School is committed to promoting equality, good relations and to challenging discrimination. This is reflected in all school policies, procedures, processes and practice. Equality, diversity and inclusivity are embedded throughout the organisation. This plan should be applied in accordance with this ethos. If you would like a copy of this document in a different format, such as large print, please contact the Main School Office who will provide help with alternative formats.

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 learners can participate in the curriculum
- Improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled learners

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

Tor View School is committed to promoting equality, good relations and to challenging discrimination. This is reflected in all school policies, procedures, processes and practice.

Equality, diversity and inclusivity are embedded throughout the organisation and we are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request

The school supports any available partnerships to develop and implement the plan.

The school complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in college, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including learners, staff and Governors

Information gathering

In meeting the duty to collect and publish this information we have looked more closely at the following in order to formulate a meaningful access plan.

Key starting points have been to assess:

- The nature of the school population for whom the school is planning
- Learners in school and the range of SEN needs
- The level of staff awareness of Equalities legislation
- The curriculum
- The physical environment of the school
- The ways in which information is currently provided for learners
- Destination outcomes for learners

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

For details of the school SEND Information Report please see

<https://torview.org/tor-view-school/send-information>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for learners with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all learners. (3-part curriculum). • Cultural capital is highlighted on all curriculum mapping. • Pupil Voice meetings include learner input. • We use resources tailored to the needs of learners who require support to access the curriculum. • Curriculum resources reflect examples of people with all protected characteristics. • Targets are set effectively and are appropriate for learners' outcomes. • The curriculum is reviewed to make sure it meets the needs of all learners. • Priority is placed upon learner participation, to promote and develop independence. 	<p>To ensure the curriculum is delivered in a way that ensures all learners are able to access it effectively and successfully.</p>	<p>Cultural capital link to be added to the school website to share good practice.</p>	<p>SLT Class based staff Learners</p>	<p>Summer 2025</p>	<p>Progress information will show EHC plan targets achieved as 95% and over for all learners.</p> <p>100% of stakeholder surveys will reflect learners felt able to fully participate in the curriculum.</p>

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	<ul style="list-style-type: none"> • Staff training is delivered when applicable to facilitate understanding of the curriculum. • Staff CPD is a continuous cycle to reflect the needs of the provision. • Individual class teams to use documentation developed to understand the curriculum needs within their own class (using the 3-part curriculum plan) These are updated on an annual basis. • Parental engagement and communication with parents is ongoing with parent information sessions, SEND information report available on the school website, Family Liaison. • Information from relevant professionals including speech and language, OT, Physio is used to support and develop individual learner plans. 					

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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Work experience/offsite visits are risk assessed and ensure venues are accessible to all learners, or that adaptations can be facilitated to ensure this. • Sport and Leisure activities to include a range of activities to ensure all learners are able to access fairly. • The school and Ewood Campus are fully accessible for all learners, staff and visitors. Learners have access to a fully accessible hydrotherapy pool, hygiene rooms and MSE room. • The school including Ewood Campus has been adapted and built to meet the wide range of needs that our learners present. • SLT annual walk around the provision takes place to highlight building improvements for the following academic year. 	<p>To maintain the accessibility of the school for all stakeholders.</p>	<p>Condition survey completed 21-22 – maintenance and building improvement to be completed as per year 2 of the plan – COG and COD.</p> <p>Reviewed Sept 24 – Capacity assessment completed Summer 2024. Condition survey by DfE due Autumn 24-25.</p> <p>Hygiene bathrooms refurbishment planned for summer 2025.</p> <p>Construction of the Sports Hall with accessible trampoline underway and scheduled to be completed Spring Term 24-25.</p>	<p>SLT All staff</p>	<p>Summer 2025</p>	<p>100% of stakeholder surveys will demonstrate that learners are happy with the school site and facilities.</p>

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	<ul style="list-style-type: none"> • The outdoor environments, including the bike track and MUGA are also fully accessible in addition to the car parks with allocated parking spaces for those learners, advocates or visitors who require their use. The provision of disabled parking spaces is in close proximity to the entrances at both sites. It is ensured that these spaces are not used inappropriately, or blocked by other vehicles. Access into the both sites from the car park is level with no obstacles. • Those learners requiring it have access to the use of hoists and and Achievers. Corridors are wide to accommodate the use of wheelchairs including larger electric chairs. • All learners assessed as requiring a PEEP will have one completed. • All learners are supported to evacuate the building safely with a fire evacuation drill 					

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<p>Improve the delivery of information to learners with a disability.</p>	<p>taking place termly. All assembly points are accessible.</p> <ul style="list-style-type: none"> All rooms are marked with visual signs and symbols <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Communication in Print and pictorial or symbolic representations Total Communication Approach 	<p>To ensure information is successfully delivered to all learners to ensure that they are well-informed.</p>	<p>Continue to gain SALT input on communication strategies and appropriate support.</p> <p>Continue to gain input and support from Julia Dyer re sensory regulation.</p>	<p>SLT SALT Class based staff</p>	<p>Summer 2025</p>	<p>Continued improved access for all cohorts of learners.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be reviewed by the LG Committee and the Head of School and the Head of Tor View FE Department.

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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

Special educational needs (SEN) information report

Supporting learners with medical conditions policy

	Name/Initials:	Date:
Written By:	SD/KS/SJ	Nov 2022
Reviewed:	SD/KS/SJ	Sept 2022
	SJ	Sept 2024 reviewed