



# Accessibility Plan

|                            |                       |
|----------------------------|-----------------------|
| <b>Responsible Person</b>  | <b>Mrs L Stinchon</b> |
| <b>Date Created</b>        | March 2022            |
| <b>Date to be Reviewed</b> | March 2023            |
| <b>Full Review</b>         | March 2024            |

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of 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.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. 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.

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period from March 2021 – March 2024

Trawden Forest Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Trawden Forest Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Trawden Forest Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- School Improvement Plan
- Special Educational Needs Policy
- Curriculum Policies
- Teaching and Learning Policy
- Behaviour Management Policy
- Emergency Plan
- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- School Prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

- The Accessibility Plan will be published on the school website.
- The School Prospectus will make reference to this Accessibility Plan.
- The School's complaints procedure covers the Accessibility Plan.
- The Accessibility Plan will be monitored through the Governor Resources Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Mrs L.Stinchon

|  |       |
|--|-------|
| Approved by the Governing Body: March 2021 |       |
| Last reviewed: March 2022                  |       |
| Signed:<br><br>(Chair of Governors)        | Date: |
| Signed:<br><br>(Headteacher)               | Date: |
| Proposed review date: March 2023           |       |

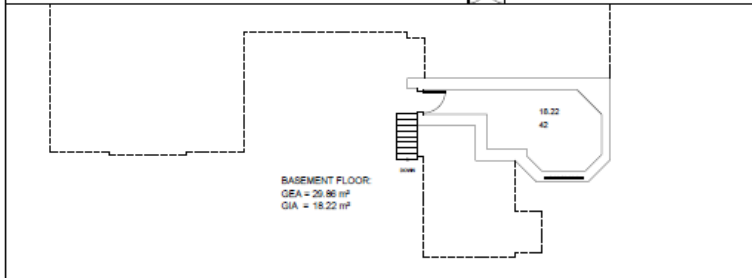
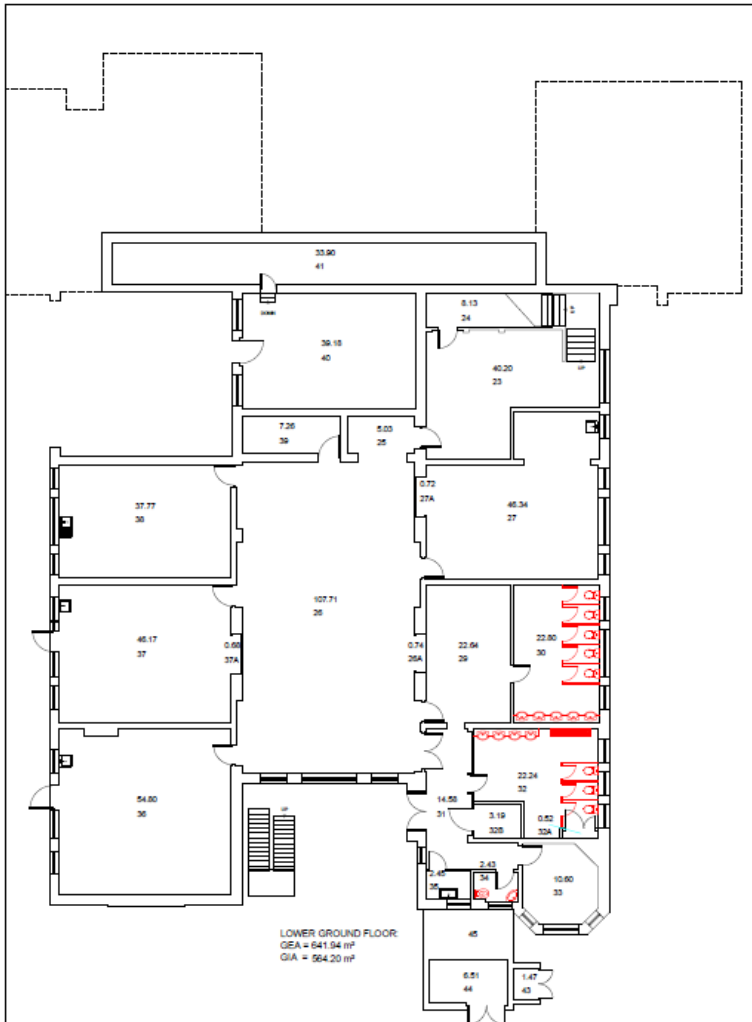
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

An Access Audit is carried out annually basis by the Headteacher and members of the Resources Committee.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Bursar**
- **Site Manager**

**A plan of the school buildings showing areas of accessibility is shown below**



**Health & Safety Comments**

TOTAL AREA:  
GROSS EXTERNAL AREA  
(GEA) = 1561.89 m<sup>2</sup>  
GROSS INTERNAL AREA  
(GIA) = 1395.69 m<sup>2</sup>

LD/10a applicable to this drawing  
Site: 2042474/00000010000  
Main Building: 2042474/00000010000

|          |      |   |
|----------|------|---|
| 19/05/07 | 07   | DEC. Amend: 17 (AM)   |
| 20/02/09 | 08   | DEC. Amend: 1, 1A, 3, 7, 16, 2nd - 2, 16B (AM)                                    |
| 21/03/11 | 09   | DEC. Amend: 16B, 16, 30, 33B, 36, 37 (ER)   |
| 06/02/12 | 10   | DEC. Amend: 16B, 16, 30, 33B, 36, 37 (ER)   |
| 20/06/10 | 03   | (DEC) (Spec Update: 1, 6, 16-17, 30, 33A(ER))                                     |
| 12/05/09 | 02   | (R) Spec Amend: 9A, 13A, 15A, 15A, 15A, 22, 24, 27A, 27A, 45, 8 (Class - 2B) (ER) |
| 05/03/03 | 01   | GEA AMENDMENT (ACT1)  |
| Scale:   | Rev: | Notes:  |



**Corporate Property Group**  
Office of the Chief Executive

HEADQUARTERS:  
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Lancashire County Property Group - 1687  
Note: All rights reserved & Copyright of the Council, Design and Patents Act 1988 have been generally asserted.

Drawing Status: **EXISTING**  
Note: Dimensions are not to be scaled from this drawing. All other measurements are to be checked on site by the contractor.

Client Name:  
**COLNE**  
Project Name:  
**TRAWDEN FOREST PRIMARY SCHOOL, DEAN STREET, BB8 8RN.**

Drawing No:  
**13034**  
Project:

Drawing Title:  
**BASEMENT, LOWER GROUND & GROUND FLOOR PLAN**

|                 |                 |             |                   |
|-----------------|-----------------|-------------|-------------------|
| Scale:<br>1:100 | Drawn by:<br>VP | Checked by: | Date:<br>21/05/02 |
| Project No.:    | Drawing No.:    | Revision:   |                   |
|                 | 1/1             | E7          |                   |

## Improving the Physical Access at Trawden Forest Primary School

| Target/Item  | Activity   | Timescale | Cost |
|--|--|-----------|------|
| To improve physical access to the school environment   | The school governors are aware that a number of access issues exist due to the age of the building. In some areas modification (ie installation of ramps) may not be possible. Governors will however take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible facilities and fittings | ongoing   |      |
| Create Access Plans for individual disabled pupils   | As part of individual pupil access audit develop bespoke plans and address individual need to ensure full access to the school environment.  |           |      |
| Accessible car parking   | We have only 1 disabled parking space. Staff currently park in the school carpark and disabled parents make individual arrangements with the school.   |           |      |
| Doors  | Main entrance door inaccessible to wheelchair users (due to steps up to main reception area)<br>Steps from the KS1 entrance to school means we are inaccessible to wheelchair users.<br>External steps to KS2 classrooms/cloakrooms are inaccessible.<br>Main building EYFS door is an accessible entrance to a wheelchair user to the main building.<br>Internal doors may not be easily opened by users with mobility issues.  |           |      |
| Accessible toilet(s)   | An accessible toilet - we currently have no accessible toilet - but plans are underway   |           |      |
| Teaching Spaces  | All teaching spaces meet DfE recommendations regarding size and space. Internal layout may need to be adapted to meet specific pupil need.   |           |      |
| Corridors  | Corridor in main building has steps up to the hall, dining hall and most KS2 classrooms. Internal layout may need to be adapted to meet specific pupil need.   |           |      |
| Light switches, power outlets and emergency alarm buttons  | All are installed and serviced on a regular basis – some may be difficult to reach by a wheelchair user.   |           |      |
| Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin. | Wash basin will be available in the accessible toilet.<br><br>There are no shower facilities currently – but there are plans to have one in the accessible toilet.   |           |      |

## Improving the curriculum access at Trawden Forest Primary School

| Target  | Strategy   | Outcome  | Timescale | Cost |
|---|--|--|-----------|------|
| To liaise with Nursery providers regarding September 2022 intake                                  | Identify pupils who have additional needs  | Additional pupil needs identified / procedures and equipment in place by September 2022.   | ongoing   |      |
| Training for teachers on differentiating the curriculum where appropriate                         | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.      | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available. |           |      |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation   | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements                                     |           |      |
| Classrooms are optimally organised to promote the participation and independence of all pupils    | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases                     | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils   |           |      |
| To provide specialist equipment to promote participation in learning by all pupils.               | Assess the needs of children in each class and provide equipment as needed (e.g. pencil grips, sloping writing board, specialist chair etc)      | Children will develop independent learning skills  |           |      |
| To meet the needs of individuals during statutory SATS tests in KS1 and KS2                       | Children will be assessed in accordance with regular classroom practice and additional time, use of equipment etc will be applied for as needed. | Barriers to learning will be reduced or removed, enabling children to achieve to their full potential.   |           |      |
| Training for Awareness Raising of Disability Issues where appropriate                             | Provide training for governors, staff, pupils and parents<br>Discuss perception of issues with staff to determine the current status of school   | Whole school community aware of issues relating to Access  |           |      |

## Improving the Delivery of Written Information at Trawden Forest Primary School

| Target  | Strategy  | Outcome  | Timescale      | Cost |
|---|---|--|----------------|------|
| Availability of written material in alternative formats   | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes<br>Delivery of information to disabled pupils improved | <b>ongoing</b> |      |
| Make available school prospectus, school newsletters and other information for parents in alternative formats | Review all current school publications and promote the availability in different formats for those that require it.                     | All school information available for all<br>Delivery of school information to parents and the local community improved   |                |      |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment                  | Get advice from VI teacher on alternative formats and use of IT software to produce customized materials.                               | All school information available for all<br>Delivery of school information to pupils & parents with visual difficulties improved.  |                |      |
| Raise the awareness of adults working at and for the school on the importance of good communications systems. | Arrange training courses.   | Awareness of target group raised<br>School is more effective in meeting the needs of pupils.   |                |      |