Tregoze Primary School

Accessibility Plan

Treg ze

Primary School

Inspire **·** Motivate **·** Challenge

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| Key Document details: |  |
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# 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
* 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

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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be 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 and works as part of The White Horse Federation multi academy trust.

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 staff and governors.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010.](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

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,](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) ‘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.

This policy complies with our funding agreement and articles of association.

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# 3. Action plan

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

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| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** | **Date to complete**  **actions by** | **Success criteria** |
| Increase access to the curriculum for pupils with a disability |  | Provision map/ standard classroom practice agreement is up to date and forms a key part of the planning  and assessing process  for all staff  Incorporate Quality First teaching into all planning  Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate.  All new staff to be aware of plan through | Review every term  Review at each data point in Pupil  Progress meetings | Class teachers and SENCO  Class teachers and SENCO | Updated every term  Updated termly | Pupils with SEN are included in their learning of the curriculum. Provision maps/ standard classroom practice agreement in place and highlighted to support the needs  of individual children.  Improved access to curriculum for all pupils  Systems in place monitoring academic  and social progression and differentiation.  Parents/carers are involved in process |
| Curriculum progress is tracked for all pupils, including those with a disability.  All children on SEN register have a provision map or standard classroom practice agreement in place  We use resources tailored to the needs of pupils who require support to access the curriculum.  Monitor how well pupils with disabilities are achieving academically and socially. Targets are set effectively and are appropriate for pupils with additional needs. |

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|  | The curriculum is reviewed to ensure it meets the needs of all pupils.  Use Arbor to record & analyse extra SEN data  Promote positive attitudes towards pupils and all others with disabilities | induction  Adapt curriculum if needed for children with SEN. E.g. some children have interventions or differentiated work.  Consolidate the new system for Tracking Progress of all SEN/ standard classroom practice agreement children  Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability  week. Promote outside visits from | Review impact of interventions termly through regular assessment and track progress of pupils  Invite speakers of different abilities into school to support pupil’s awareness. | Class  teachers. SEN  TA’s and  SENCO  All staff | Updated termly  On-going | and feel informed of their children’s progress.  All children make progress from their starting point. Increased pupil participation  Improved access to curriculum for all pupils  Create individual support for children,  monitor achievements of SEN, evaluate support & interventions, adapt to children’s needs & ensure SEN children make progress.  Pupils are demonstrating that they understand and have a positive  attitude towards disability |

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|  |  | disability groups |  |  |  |  |
| Improve and maintain access to the physical environment | The environment is adapted to  the needs of pupils as required.  Access to school buildings and site can meet diverse pupils needs  Clear signs around school premises and within school building  Disabled toilets (Accessible) accessible for adults and pupils,  Decoration and alterations to the school are regularly carried out to maintain high standards | Keep under review and adapt as necessary  Keep under review and continue to audit disabled toilets as necessary  School is clean and safe for all of the school community. | Risk assessments and health and safety audits are completed | Estates  Team/Principal  Estates  Team/Principal  Estates  Team/Principal | On-going  On- going | Access to school buildings and site meet the needs of the school community.  Where it can be reasonably achieved, the school building continues to be accessible for all.  Pupils and adults have access to a disabled toilet with  adequate  fixtures/fittings |
| Improve the delivery of information to pupils with a | Our school uses a range of communication methods to ensure information is accessible. This includes: | Provide information and letters in clear print in “simple”  English | As required | Office/staff | On-going | Parents/Carers to feel welcome in the school. |

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| disability | * Internal signage * Large print resources if requested * Pictorial or symbolic representations   Provide information and letters in clear print in “simple” English  School office will support and help parents to access information and complete school forms if necessary  School Website and all document accessible via the school website and can be accessed by all school community users.  Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing of language problems | School office will support and help parents to access information and complete school forms  Ensure website and all document accessible via the school website can be accessed by all.  Access to translators, signs language interpreters to be considered and offered if possible. |  |  |  | Pupils and/or parents feel supported and included. |

## 4. Monitoring arrangements

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

It will be approved by the Principal and Local Board of Governors.

## 5. Links with other policies

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

* Risk assessment policy
* Health and safety policy
* Equality information and objectives (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

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| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of storeys | Single storey building |  |  |  |
| Corridor access |  |  |  |  |
| Lifts | No lifts in school |  |  |  |
| Parking bays | Disabled parking bay painted |  |  |  |
| Entrances | Doors to playground unclip to allow access to wheelchairs. |  |  |  |
| Ramps | To entrance of Reception classroom |  |  |  |
| Toilets | One accessible toilet which is suitable for wheelchair users |  |  |  |
| Reception area | Double doors to allow ease of access |  |  |  |
| Internal signage |  |  |  |  |
| Emergency escape routes | Fire exits | Fire exits are used during fire alarm practices termly | Headteacher and site manager | Reviewed termly |

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