

**Turves Green Primary School**

**Policy for Accessibility**

**& Action Plan**

**Created April 2020**

**To be reviewed April 2023**

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**Links to Rights Respecting***:*

*A23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community*

*A29: Education must develop every child’s personality, talent and abilities to the full.*

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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 pride ourselves on being an inclusive community where everyone is made to feel welcome and valued.

We aim to:

* Foster a sense of belonging, enjoyment and enthusiasm for learning within a supportive community.
* Provide a broad, balanced and challenging curriculum, enabling opportunities for children to develop both essential skills as well as healthy attitudes towards learning.
* Provide a safe, caring and happy environment where every child is valued regardless of race, religion, gender or disability.
* Encourage awareness of the school as a community within the wider community we serve.
* Maximise the partnership potential between home and school by valuing the contribution both make towards the development of our pupils.
* Celebrate their achievements.
* Encourage children to accept personal responsibility for their own behaviour and to be caring and sensitive towards the needs of others and the environment.
* All staff, parents and children are expected to reflect the principles of our values at all times. These are: Be Ready, Be Respectful and Be Safe

The plan will be made 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.

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. However, in the first instance please always speak to the SENDCo or a member of Senior Leadership Team.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

# 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.

# 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 | Our school offers a differentiated and scaffolded curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables, pencil grips, coloured overlays.  Curriculum resources include examples of people with disabilities e.g. in books.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets set are appropriate for pupils with additional needs (Cognition & Learning/ Physical Difficulties).  The curriculum is reviewed to ensure it meets the needs of all pupils.  Specialist agencies visit regularly or are in contact with support staff & pupils e.g. Educational Psychologist, Pupil & School Support, Physical Disabilities Support Service and Diabetes Nurse  Designated, trained staff assist and supervise pupils with physical difficulties.  Training days for children who are wheelchair users, enable them to develop life skills.  Extra-curriculum activities are open to all children and the take up of this is monitored to be in line with the percentage of children with SEND in the school.  One Page Profiles are in place for children as required. Visiting teachers are directed to look at these before meeting a class/ group/ child.  Personal Care Plans, Personal Support Plans, Physical Management Plans and Personal Emergency Evacuation Plans are in place for all children who require them. They are created with parents and outside agencies, as appropriate.  The SEND register is reviewed at least termly and shared with staff. In addition, a register of those children with a Birmingham Toolkit is also kept.  Following research and recommendations from outside agencies, children are provided with specialist aids, equipment, and ICT to promote their access to the curriculum.  Venues chosen for school trips are fully accessible or adaptable to meet the needs of the class.  Appropriate risk assessments for school trips are completed, including individual risk assessments, as necessary.  SENDCo is involved in most Pupil Progress meetings and provides challenge using Birmingham Toolkit data and ensures children receive the extra support they require. | To reduce or eliminate barriers which may prevent pupils with a disability from accessing the full curriculum. | Targets for children with SEMH and SLCN to be developed.  Continue to identify and address training needs of staff to understand and meet the needs of disabled pupils and those with medical needs.  Leaders are developed to analyse SEND data and develop their awareness of how to increase access within their subjects.  Daily checks are completed to identify any health and safety hazards around school and on the playground.  Review of Risk Assessment Policy.  Regular monitoring to ensure agreed provision is consistently in place, so that children are provided with the appropriate support to fully participate.  Manual Handling Plans in place for children with physical difficulties. | SENDCo  SENDCo  SLT  Pastoral Manager  SENDCo  Subject leads  SLT  Site Manager  Site Manager  SENDCo  SENDCo | July 2020  Ongoing  Ongoing  Ongoing  July 2020  Ongoing  July 2020 and then ongoing revision as required | SEND and medical needs registers are up to date.  Staff are aware of pupils with disabilities and medical needs in the school and able to respond to their additional needs  Support staff and teachers receive appropriate training, including annual epi-pen and asthma training.  Pupils with disabilities and medical needs will access the full curriculum and be involved in the life of the school  Disabled pupils have access to equipment appropriate to their needs.  Pupils with disabilities and medical needs will be able to access and play in a secure environment free from harm. |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of individuals as required.  This includes:   * Ramps * Lift * Corridor width * Disabled parking bays * Fully accessible toilets around the school and personal care facilities * Library shelves at wheelchair-accessible height * Automated push button doors | Reduce the barriers to the physical environment which may prevent individuals with a disability from entering/exiting and moving around the building with ease of access. | Daily checks are completed to identify any health and safety hazards around school and on the playground.  Review of Risk Assessment Policy.  The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements or refurbishments of the site and premises such as improved access; lighting and colour schemes; accessible fixtures and fittings | Site manager  Site manager  SLT  Governing Body | Ongoing  July 2020  Ongoing | Clear and safe access around the school.  Needs will be met wherever feasibly possible. |
| Improve the delivery of information for pupils, parents, staff and visitors with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:   * Internal signage * Large print resources * Pictorial or symbolic representations   Termly parent training raises awareness of how to support a range of needs.  Half termly coffee-mornings allow for information sharing.  SEND Information Report reviewed with parents.  Children on roll (and their families) receive support form specialist services e.g. Physical Disabilities Support Service, Educational Psychology Service, Sensory Support Service and Pupil School Support.  Care plans created alongside families and outside agencies.  Reports from outside agencies highlighted for families and teachers. Meetings with families offered to explain report and actions to be taken.  Support is offered by the school office, Pastoral Manager, SLT and SENDCo to help parents to access information and complete school forms.  Training is accessed to meet the needs of individual pupils when and where appropriate. | Reduce the barriers to accessing information from school, around school and on the school website | Information on the website available in other languages.  Provide information in other languages/media when required.  Continue to focus upon the consistency of presentation of information to ensure it is fully accessible e.g. visual timetables, font size and type, colour of backgrounds and paper. | Strategic IT Manager  SENDCo  Office team  SENDCo  SLT | Ongoing | School aware of any special provision required to meet the needs of individual children and others, and who to contact to access help, support and guidance; and relevant training and development  All pupils and adults will have access to information regardless of ability or ethnicity and to receive it in a form that they can access. |

# 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 governing body.

# 5. Links with other policies

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

* Admissions Statement
* Anti-bullying Policy
* Attendance and Punctuation Policy
* EAL Policy
* Exclusions Policy
* Inclusion Policy
* Medicine Policy
* Mechanical Lift Usage Policy
* No Platform for Extremism Policy
* Pastoral Care Policy Statement
* Special Educational Needs and Disability (SEND) Policy and Information Report

# Appendix 1: Accessibility audit

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| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of storeys | Two - accessed via a lift or stairs | NA | NA | NA |
| Corridor access | Lockers, pegs, learning areas in corridors. Space left to allow for wheelchairs. | NA | NA | NA |
| Lifts | One lift from Reception area to gallery (second floor)  Mechanical Lift Policy in place alongside termly drills.  Three evac-chairs available in the event of an evacuation when lift is out of action.  Lift maintained and its operation checked regularly – Pickering Lift Company | Evac-chair training refresher and Evac chair maintenance – dates required to be checked | SENCO  Office Manager  Site Manager | July 2020 |
| Parking bays | There are three disabled parking bays by the main reception entrance and one accessible parking bay for visitors within the staff carpark. | NA | NA | NA |
| Entrances | There is one main entrance for staff and visitors to the school. Children with identified physical difficulties access the building through this entrance also.  Pupils enter and exit the building through the doors on the ground floor:  EYFS & KS1 – front of building directly into classrooms  KS2 – rear of building | NA | NA | NA |
| Ramps | Permanent ramps are in place to access the school stage, dining room serving area, rear playground, and EYFS/KS1 classrooms and outdoor learning areas.  A portable ramp is also available when required. | NA | NA | NA |
| Toilets | There are seven fully accessible toilets within school.  Four are situated within the children’s toilets at the end of the KS1 and 2 corridors.  There are two fully accessible toilets by the Year 3 classrooms. One of the toilets contains a changing table and hoist (not currently working) and the second contains a shower.  There is also a fully accessible toilet available for visitors in the school entrance. | Hoist maintenance | Site manager | Jul 2020 |
| Reception area | The reception area allows passage of a wheelchair. There is also a fully accessible toilet. | NA | NA | NA |
| Internal signage | All areas have signs in bold, large writing. | NA | NA | NA |
| Emergency escape routes | The emergency escape routes are via the front and rear of the building on the ground floor. There are three evac-chairs available for safe evacuation down the stairs for wheelchair users.  Personal Emergency Evacuation Plans are in place for those children who require one. | NA | NA | NA |