



Turves Green Primary School

Policy for Accessibility & Action Plan

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To be reviewed July 2026

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Links to Rights Respecting:

A2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

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.

Contents

1. Aims.....	4
2. Legislation and guidance	4
3. Action plan	6
4. Monitoring arrangements	12
5. Links with other policies	12
Appendix 1: Accessibility audit.....	13

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

The school supports any available partnerships to develop and implement the plan, including involvement from Excelsior Multi Academy Trust, Birmingham Local Authority and relevant external agencies.

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 Inclusion Lead 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](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as differently abled 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 differently abled pupil faces in comparison with non-differently abled 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adaptive curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables, pencil grips, coloured overlays.</p> <p>Curriculum resources include examples of people with visible and invisible disabilities, e.g., in books, within teaching and learning resources.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets set are appropriate for pupils with additional needs (Cognition & Learning/ Physical Difficulties).</p> <p>The curriculum is reviewed to ensure it meets the needs of</p>	<p>To reduce or eliminate barriers which may prevent pupils with a disability from accessing the full curriculum.</p>	<p>Wellbeing and mental health learning developed as a progressive plan for the whole school alongside evidence-based monitored interventions.</p> <p>Emotionally Based School Avoidance guidance part of Attendance policy and rigorously followed to provide understanding and appropriate support.</p> <p>Continue to identify and address training needs of staff to understand and meet the needs of differently abled pupils and those with medical needs.</p> <p>All leaders are leaders of SEND: MAT wide development to analyse SEND data and develop leader's awareness of how</p>	<p>AHT for PD Inclusion Lead</p> <p>SLT Pastoral Manager Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead Subject leads SLT</p>	<p>September 24</p> <p>As policy is reviewed and as ongoing good practice.</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SEND and medical needs registers are up to date.</p> <p>Staff are aware of pupils with disabilities and medical needs in the school and respond to their needs appropriately and consistently.</p> <p>Support staff and teachers receive appropriate training, including annual epi-pen and asthma training.</p> <p>Pupils with disabilities and medical needs will access the full curriculum and be involved in the life of</p>

	<p>all pupils.</p> <p>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</p> <p>Designated, trained staff assist and supervise pupils with physical difficulties and/or medical needs.</p> <p>Training days for children who are wheelchair users, enable them to develop life skills.</p> <p>Inclusive sporting events enable inclusion and development.</p> <p>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.</p> <p>One Page Profiles (developed by all stakeholders) are in place for children as required. Visiting teachers are directed to look at these before meeting a class/ group/ child.</p> <p>Personal Care Plans, Personal Support Plans, Physical Management Plans and Personal Emergency Evacuation Plans are in place for all children who require</p>		<p>to increase access within their subjects.</p> <p>Daily checks are completed to identify any health and safety hazards around school and on the playground.</p> <p>Review of Medical Needs Policy and register.</p> <p>Regular monitoring to ensure agreed provision is consistently in place, so that children are provided with the appropriate support to fully participate.</p> <p>Safer Handling Plans (including hoist usage) in place for children with physical difficulties.</p> <p>Cycle of safer handling training planned and adhered to.</p> <p>Continue to ensure sufficient staff are trained to support physical and medical needs to ensure safety and access.</p> <p>Continue to ensure representation upon 'voted' groups are representative of the school make-up i.e., differently abled represented.</p> <p>Assessments are</p>	<p>MAT</p> <p>Site Manager</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>AHT for PD</p> <p>Inclusion Lead</p>	<p>Ongoing</p> <p>September 23 and then ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Annually each September</p> <p>Ongoing</p>	<p>the school</p> <p>Differently abled pupils have access to equipment appropriate to their needs.</p> <p>Pupils with disabilities and medical needs will be able to access and play in a secure environment free from harm.</p> <p>Assessments match the needs of the children and enable staff to provide accurate provision to ensure access.</p>
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	<p>them. They are created with parents and outside agencies, as appropriate.</p> <p>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.</p> <p>Following research and recommendations from outside agencies, children are provided with specialist aids, equipment, and ICT to promote their access to the curriculum.</p> <p>Venues chosen for school trips are fully accessible or adaptable to meet the needs of the class.</p> <p>Appropriate risk assessments for school trips are completed, including individual risk assessments, as necessary.</p> <p>Inclusion Lead is involved in most Pupil Progress meetings and provides challenge using Birmingham Toolkit data and ensures children receive the extra support they require.</p> <p>Accessible and inclusive play equipment is available at unstructured times and was selected by members of the school community who are differently abled.</p>		<p>effectively used to identify needs and support staff to provide the correct provision.</p> <p>Autism Environmental Check.</p> <p>iPads for children at SEN Support or with an EHCP, have APPs that increase access and progress.</p> <p>Accessible IT tools embedded into teacher practice and children trained to use</p>	<p>AHT for PD</p> <p>Inclusion Lead</p> <p>CAT Specialist Teacher</p> <p>MAT IT Lead</p> <p>Inclusion Lead</p> <p>MAT IT Lead</p> <p>Inclusion Lead</p>	<p>SP24</p> <p>End of SU23</p> <p>Ongoing</p>	
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	Recommended accessible IT tools are used i.e., Scanning Pens.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of individuals as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • 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 • Height adjustable equipment • Standing tables <p>Three EVAC Chairs are available and TAs trained.</p> <p>EVAC procedures include safer handling advice.</p>	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.	<p>Daily checks are completed to identify any health and safety hazards around school and on the playground.</p> <p>The school will take account of the needs of all pupils, staff and visitors with physical difficulties and sensory impairments/ differences 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</p> <p>Disabled parking bays widened to correct width for accessible users</p> <p>Outside of school office and between gates and front playground - paving flattened/ ramps added for ease for users with mobility aids</p>	<p>Site manager</p> <p>SLT</p> <p>MAT Governing Body</p> <p>Site manager</p> <p>Site manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September 24</p> <p>September 26</p>	<p>Clear and safe access around the school.</p> <p>Needs will be met wherever feasibly possible.</p>
Improve the delivery of information for	Our school uses a range of communication methods to ensure information is	Reduce the barriers to accessing information from school, around school and	Information on the website available in other languages and has	Strategic IT Manager	Ongoing	School aware of any special provision required to meet the

<p>pupils, parents, staff and visitors with a disability</p>	<p>accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Regular parent training raises awareness of how to support a range of needs.</p> <p>Regular coffee mornings allow for information sharing.</p> <p>'Inclusion Corner' section on weekly newsletters.</p> <p>SEND Information Report reviewed with parents.</p> <p>Children on roll (and their families) receive support form specialist services e.g. Physical Disabilities Support Service, Educational Psychology Service, Sensory Support Service, Communication and Autism Team, Pathfinders and Pupil School Support.</p> <p>Care plans created alongside families and outside agencies.</p> <p>Reports from outside agencies highlighted for families and teachers. Meetings with families offered to explain report and actions to be taken.</p> <p>Support is offered by the school office, Pastoral Manager, SLT and Inclusion</p>	<p>on the school website</p>	<p>accessibility tools available clearly signposted.</p> <p>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.</p>	<p>Inclusion Lead Office team Inclusion Lead SLT</p>	<p>needs of individual children and others, and who to contact to access help, support and guidance; and relevant training and development.</p> <p>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.</p>
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	<p>Lead to help parents to access information and complete school forms.</p> <p>Training is accessed to meet the needs of individual pupils when and where appropriate.</p> <p>Awareness days/ weeks celebrated i.e., Autism Awareness.</p> <p>Information available in other formats when required i.e., translated, large print etc.</p>					
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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

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	<p>One lift from Reception area to gallery (second floor)</p> <p>Mechanical Lift Policy in place alongside termly drills.</p> <p>Three evac-chairs available in the event of an evacuation when lift is out of action.</p> <p>Lift maintained and its operation checked regularly – Pickering Lift Company</p>	NA	NA	NA
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

Policy for Accessibility and Action Plan

<p>Entrances</p>	<p>There is one main entrance for staff and visitors to the school. Children with identified physical difficulties access the building through this entrance also.</p> <p>Pupils enter and exit the building through the doors on the ground floor:</p> <p>EYFS & KS1 – front of building directly into classrooms</p> <p>KS2 – rear of building</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Ramps</p>	<p>Permanent ramps are in place to access the school stage, dining room serving area, rear playground, and EYFS/KS1 classrooms and outdoor learning areas.</p> <p>A portable ramp is also available when required.</p>	<p>Height of ramps appropriate for powered wheelchairs.</p>	<p>Birmingham Wheelchair Services</p>	<p>July 24</p>
<p>Toilets</p>	<p>There are seven fully accessible toilets within school.</p> <p>Four are situated within the children's toilets at the end of the KS1 and 2 corridors.</p> <p>There are two fully accessible toilets by the Year 3 classrooms. One of the toilets contains a changing table and hoist and the second contains a shower.</p>	<p>Hoist maintenance</p>	<p>Site manager</p>	<p>Annually</p>

Policy for Accessibility and Action Plan

	There is also a fully accessible toilet available for visitors in the school entrance.			
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	<p>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.</p> <p>Personal Emergency Evacuation Plans are in place for those children who require one.</p>	NA	NA	NA