

Accessibility plan

Tillington Manor Primary School



Tillington Manor PRIMARY SCHOOL

Working TOGETHER to achieve the best!

Approved by:
S Rowland

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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. At Tillington Manor Primary School we welcome everybody into our school community. The staff, governors, pupils and parents work together to make Tillington Manor a happy, welcoming place where children can achieve their best by working together. We want children to develop as confident individuals and to achieve their full potential which means that equality of opportunity must be a reality for our children. We make this happen through the attention that we pay to the different groups of children that we have in our school, providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

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 Staffordshire Connects which supports parents and carers, children and professionals with information and advice on all aspects of health, safety and wellbeing.

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.

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 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.

3. Action plan – Reviewed Summer 2021

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

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 pupils with a disability</p>	<p><i>We provide appropriate support for children with ASC and their parents.</i></p> <p><i>We have a clear graduated response plan for supporting children with identified SEND which includes referring on to external agencies where appropriate.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p><i>To use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Set appropriate and effective targets which are appropriate for pupils with additional needs.</i></p> <p><i>Ensure that staff are aware of strategies to support children in school with hearing impairments.</i></p>	<p><i>Develop use of ICT across the curriculum as an alternative method of recording for those children with SEND.</i></p> <p><i>Trial use of laptops/tablets for children to more fully support access to the curriculum.</i></p> <p><i>Review assessment process for children with SEND.</i></p> <p><i>Track alternative data which demonstrates small steps of progress.</i></p> <p><i>Identify expected rates of progress for children with SEND.</i></p>	<p>KBr and KT</p> <p>IRG and KBr</p> <p>KBr and JM</p>	<p>July 2020</p> <p>July 2020 and then termly</p> <p>December 2019 and then termly</p>	<p><i>Children in upper Key Stage 2 have had daily access to laptop/tablet to record written work. Progress and attainment increases as a result. Children are confident in recording their learning in this way.</i></p> <p><i>Assessment of children with SEND is accurate as shown in moderation.</i></p> <p><i>Tracking demonstrates appropriate rates of progress for individual children.</i></p> <p><i>Targets help children with SEND to achieve their full potential and to achieve as well as those with no SEND.</i></p> <p><i>2020 – New provision mapping tool commissioned</i></p> <p><i>Staff are confident in adapting their practice to support children with hearing loss. Reasonable adjustments are in place and noted down in class files.</i></p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps (available when needed)</i> • <i>Corridor width/door width appropriate</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p><i>The environment is maintained with focus on ensuring access and movement for those with physical disabilities.</i></p>	<p><i>Regular grounds checks completed with focus on:</i></p> <p><i>People with disabilities to be able to move unhindered along exterior pathways</i></p> <p><i>Changes in levels marked in paint to support those with visual impairment.</i></p> <p><i>Ramps readily available for wheelchair access</i></p>	<p>Richard Thomas/KM</p>	<p><i>Termly Report to Governors</i></p> <p><i>Ongoing</i></p>	<p><i>Buildings and school grounds are maintained well and accessible for all those accessing it on a regular basis.</i></p> <p><i>Single or occasional events are planned with consideration towards access and mobility – e.g. additional ramps are brought in for school fair.</i></p> <p><i>We are responsive to the changing needs of pupils and regular visitors to our school.</i></p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes, where necessary:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p><i>Ensure that children with hearing impairment are not disadvantaged by lack of hearing loop technology in school.</i></p>	<p><i>Discuss with hearing impairment support teacher whether hearing loops are needed for children within school.</i></p>	<p>KBR/JM</p>	<p>September 2019 and then reviewed termly.</p>	<p><i>Progress for children with hearing impairment is good and equal to progress made by children without disability.</i></p> <p><i>They can access the curriculum and information in school with all aware of reasonable adjustments that may need to be made.</i></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 approved by the SENDCO, the SEN link governor and the Staff and Pupil Welfare chair and the Building and Grounds chair before being passed at a full governing body meeting.

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

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors of appropriate width	Termly check to ensure corridors are clear and free of free-standing items that might hinder accessibility	SENCO/Richard Thomas	Dec 2019 Termly Check
Parking bays	Disabled parking bay outside school	No current action needed	KM	
Entrances	Entrance on Young Avenue requires a ramp if wheelchair access is needed.	Ramp to be made available for events such as Christmas Fair, Summer Fair, concerts and performances.	KM	As occasions arise
Ramps	Ramps available for corridor near upper key stage 2.	Ensure these are freely accessible and in place where needed.	KM	As occasions arise
Toilets	Ensure disabled toilet has changing area	Order new changing table/unit with steps for children who can independently access it. Tilly Tots have taken this with them so this needs to be in place for September 2019	KBR	September 2019
Emergency escape routes	Various escape routes around school. Ensure these are well signposted.	No current Personal Emergency Evacuation Plans (PEEP) in place. Review and complete PEEP with regard to child in Reception with ASC – non-verbal. Complete temporary PEEP for short-term injuries that may arise over the course of the school year.	KBR/HT	September 2019

