



Accessibility Plan 2019 - 2022

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Terling Church of England Primary School Accessibility Plan – 2019-2022

- 1. Vision Statement**
- 2. Aims and Objectives**
- 3. Current good practice**
 - Physical Environment
 - Curriculum
 - Information
- 4. Access Audit**
- 5. Management, coordination and implementation**
- 6. Action Plan**

1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that ‘schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Terling Church of England Primary School the Plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

- 1) The Terling Church of England Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Terling Church of England 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.
- 4) The Terling Church of England Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely action to:

- Ensure access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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 school visits- it also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum;
 - Improve and maintain access to the physical environment of the school, adding specialist facilities if necessary – this covers improvements to the physical environment of the school and physical aids to access education;
 - Continue to deliver 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.
- 5) The Terling Church of England Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness of staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Behaviour Management Policy
 - Curriculum Policy
 - Critical Incident Support Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Plan
 - School Improvement Plan
 - SEN Information Report
 - Special Educational Needs Policy
- 8) 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 Access 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.

- 9) The Accessibility Plan will be published on the school website.
- 10) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee
- 11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment,**
- **Improve the delivery of written information to pupils & parents**

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parent's evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/ interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; however we have adults to support children with these needs. There are no parts of the school to which disabled pupils have limited or no access at the moment

Curriculum

There are no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a one storey building with corridors for wheel chair access and access points from outside. The hall is on the ground floor and is accessible to all. Training is reviewed annually.

On-site car parking for staff and visitors includes one dedicated disabled parking bay allocated in relation to the size of the school. Most entrances to the school are mostly flat or ramped and / or have wide doors fitted. The main entrance features a secure lobby, this being fully accessible to wheelchair users. There are disabled toilet facilities available in the School. They are fitted with a handrail and a pull emergency cord.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Action Plan

Aim 1: **To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate the barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with Nursery providers to review potential intake for September	To identify pupils who may need additional to or different from provision for Sept intake – SENCO to attend professional meetings.	Sept 2019-22	HT / DHT EYFS Teacher SENCO Governor	Procedures/ equipment/ ideas set in place.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing - 2019-22	HT All subject leaders Governor	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing 2019-22	HT All teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. E.g. children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing 2019-22	HT Outside agencies SENCO TAs Governor	Clear collaborative working approach
	To ensure full access to the curriculum	Outside play / visits; employment of specialist advisory teachers; CPD for staff and:	Ongoing	Teachers SENCo Special School Ed Psych Governor	Advice taken and strategies evident in classroom practice.

		<ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of IT equipment • Specific equipment sourced from outside agencies when needed. 			ASD children supported and accessing curriculum
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To finely review attainment / provision of all SEN pupils	SENCo/ Class teacher meetings/ Pupil progress Scrutiny of assessment system Regular liaison with parents – structured conversations	Termly	Class Teachers SENCo SMT Head Teacher Governor	Progress towards One Plan targets
	To promote the involvement of disabled students in classroom discussions/ activities To take account of the variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheel chair access 	Ongoing	Whole school approach Governor	Variety of learning styles and multi-sensory activities evident in planning and in classrooms. Ensuring that the needs of all disabled pupils, parents and

		<ul style="list-style-type: none"> • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users using a keyboard • Training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 			<p>staff are represented within the school</p> <p>On-going communication with all pupils / staff / parents & outside agencies to monitor and improve this service.</p>
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long terms targets annually	See above	Annually	SMT, Core Curriculum Coordinators Governors	All children making accelerated progress
	To deliver findings to the Governing Body	Finance and Premises and Pupil and Curriculum Governors' meetings	Annually Termly SEN, Governor, SENCo meetings	SENCo SMT/ SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Continue to review physical environment of the school environment	The school will take account 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	SMT Governor Caretaker Head Teacher	Enabling needs to be met where possible
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and Non-Teaching Staff Governor	Lively and inviting environment is maintained
	Ensuring all with a disability are able to be involved	- Create access plan for individual disabled children as part of the Provision Map process – when needed. - Undertake confidential survey of staff and governors to ascertain	With immediate effect, to be constantly reviewed	Teaching and Non-Teaching Staff Governors Head teacher Caretaker	Enabling needs to be met where possible

		<p>access needs and make sure they are met in school and meetings etc.</p> <ul style="list-style-type: none"> - Include questions in the confidential questionnaire about parents/ carers/ access needs and ensure they are met in all events 			
	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	With immediate effect to be constantly reviewed	Head Teacher School Based Meeting (SBM) Occupational Health Governor	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> - Utilise disabled parking places for disabled to drop off and collect children - Arrange interpreters from the RNID to communicate with deaf parents - Offer a telephone call to explain letters home for some parents who need this - Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviews	Whole School Team Governor	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To improve community links	School to continue to have strong links with Essex Local Authority and the wider community	Ongoing	SMT All Staff Governor	Improved awareness of disabilities/ the wider community and their needs Continued improved community cohesion – through pupil voice (school council) -parent voice (Parent Forum) -staff voice (staff training / performance management) -Governors voice – audit / committee meetings
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Long Term	Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole school approach Governor	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around	Communication with parents via safety	Ongoing	PSHE Co-ordinator Head Teacher Caretaker	No accidents

	school are as safe as possible	messages/ letters/ training through safety walks		SMT	
	To re-instate accreditation of Healthy Schools award	Continue to work with Healthy Schools, School Council, Parent Forum, Staff.	2019-22	PSHE/ SMSC/ Healthy School Lead Governor Whole school approach	To gain an achievement award
(Access Audit Checklist)	To ensure there is adequate lighting outside the main school office doors / covering the ramp area, steps and school gates.	To improve health and safety for all pupils / staff / parents and community	On-going	Caretaker SMT Governor	To have adequate lighting

Aim 3: To improve the delivery of information (communication) to disabled pupils and parents

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Ensure wheelchair using parent has access to information provided from school building	Regular communication with parents Ensure access to school is suitable	Ongoing	Class Teachers Caretaker SMT Governor	Two way communication in place
	To ensure all children with Special Educational Needs have access to the curriculum	Regular parental communication / structured conversations Individualised multi-sensory teaching strategies used for Special Educational Needs children – as and when needed	Ongoing	All staff to be aware	Special Educational Needs children able to access curriculum

	To enable improved access to all communication (written information) for pupils, parents and visitors	<ul style="list-style-type: none"> - Raising awareness of font size and page layouts will support pupils with visual impairments - Auditing the school library to ensure the availability of large font and easy read texts will improve access - Auditing signage around the school to ensure that is accessible to all is a valuable exercise 	With immediate effect, to be constantly reviews	Teaching and Non-Teaching Staff Caretaker SMT Governor	Enabling needs to be met where possible
(Access Audit Checklist)	<p>To ensure a telephone is available to use – instruction on use of the telephone are visual.</p> <p>Replacing / updating location signs visual.</p> <p>The school to be aware of how to access large print / braille and audio versions of information regarding building / correspondence / all communications / translations when needed.</p>	<p>Parental communication – supporting communication with the community.</p> <p>Clear communications of facilities and areas.</p> <p>Access to communication for all.</p>	On-going	<p>Office staff</p> <p>Caretaker Governor SMT Head Teacher</p> <p>Caretaker Governor SMT Head Teacher TAs</p>	<p>Telephone for use for all.</p> <p>Direction and information for all is evident and clear to follow regarding all areas in the school.</p> <p>Access to all school information available to all.</p>

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium Term	To review children's records ensuring schools awareness of any disabilities	Information collected about new children - records passed up to each class teacher - end of year class teacher meetings - Annual reviews - One Plan meetings - Medical forms updated annually for all children - Personal health plan; significant health problem children's photos displayed on staffroom notice board/ info kept in separate file in the office / kitchen / staffroom	A child enters on roll	Class Teachers TAs Outside agencies Office Staff Head Teacher Governor	Each teacher/ staff member aware of disabilities of children in their classes
Long Term	Targets In school record system to be reviewed and improved where necessary Records on Sims/ network/ protected	Strategies Record keeping system to be reviewed	Timescale Continual review and improvement	Responsibilities Assessment Co-ordinator/ SMT Office Staff Head Teacher Governor	Success Criteria Effective communication of information about disabilities throughout the school