

Tanfield Lea Community Primary School

Accessibility Plan



Opening Doors, Enriching Lives

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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.

The school follows the key principles listed below in relation to equality and inclusion provision. These are detailed in the Equality Policy.

Principle 1: All learners are of equal value.

Principle 2: We recognise and respect difference.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

Principle 6: We consult and involve widely

Principle 7: Society as a whole should benefit

Principle 8: We base our practices on sound evidence

The plan is 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 in particular Durham County Council Local Offer 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 pupils, parents, staff and governors of the school. We use the knowledge of Local Authority and other specialist advisors to help us develop or policy and practice as well as make adjustments to our physical provision.

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 pupils. This can include, for example, the provision of an auxiliary aid or 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. Self-Evaluation and Action plan

Our self-evaluation is a list of the good practice currently in place. This action plan sets out the aims of our 'accessibility plan' developments in accordance with the Equality Act 2010.

1: Increase access to the curriculum for pupils with a disability

The key objective is to remove all potential barriers to pupils accessing their curriculum entitlement. This is to ensure they are able to fully participate in all activities

alongside their peers regardless of any disability. This aim is for all current and any prospective pupils.

Current good practice:

- Our school offers a differentiated curriculum for all pupils
- Differentiation is enhanced through high levels of teaching support for pupils across all cohorts – including whole school SEND HLTA
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum Planning: covers strategies for all pupil learning styles and individual needs
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to ensure it meets the needs of all pupils. Collection and sharing of information is highly effective through use of on-line monitoring systems and face to face staff meeting
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Short term aim	Strategies	Person / Date	Success Criteria	Monitoring / Evaluation
Review all curriculum policies to ensure they reflect inclusive practice and procedures.	Ensure compliance with Equality Act 2010. Reflect practice evident in equality and related policies.	HT / Subject Leads	All policies reflect practice.	
To keep up to date with all Safeguarding training. Induction programme.	Induction for new staff. On-line LSCB Courses. In house training – including updates from Andrew Hall Safeguarding in Schools	HT/DHT	All staff have up-to date knowledge of best practice and school policy and procedure.	
To review tracking of attainment of SEND pupils (Individual Pupils – Cohorts) Review curriculum resources to extend access to materials reflecting	SENDCo – Teacher meetings Review of Assessment Data Systems - iTrack	HT / SENDCo/Data Leader	Progress towards SMART Targets and against National Expectations.	
Medium Term Aim	Strategies	Person / Date	Success Criteria	Monitoring / Evaluation
Staff Training	Continue to provide opportunities for staff to attend training to directly support pupil needs	SENDCo Teachers and TA/HLTA's		
To review tracking of attainment of SEND pupils (Whole School)	SENDCo – Teacher meetings Review of Assessment Data Systems iTrack	HT /SENDCo/Data Leader	Overview of outcomes for SEND pupils. Tracking provides appropriate evidence.	

Long Term Aim	Strategies	Person / Date	Success Criteria	Monitoring / Evaluation
Improve reporting to Governing Body on all aspects of SEND provision.	Impact Statements Improvements to individual / class data reports. SEND monitoring activities	HT / Lead Governor	Reports to FGB and Committees Developing GB knowledge of all SEND issues	

2: Improve the physical environment of the school to increase the extent to which any pupil with a disability can access and participate in all learning and enrichment activities.

Current good practice:

Our school environment is adapted to the needs of pupils as required.

This includes:

- Ramps
- Wide corridors
- Wide door openings with extension facility
- Lifts in Upper School
- Disabled parking bays
- Disabled toilet and changing facility
- Accessible indoor and outdoor learning spaces
- Accessible indoor and outdoor play facilities
- Specific resources provided to individual children to support their learning needs
- Accessibility included in pupil Support Plans where necessary
- Adaptation of learning environments to meet individual needs
- Sensory resources and provision available.

Short term aim	Strategies	Person / Date	Success Criteria	Monitoring / Evaluation
Continue to ensure that any child who has a disability is provided for with regard to resources to make learning more accessible in class or to ensure that any outdoor provision is adapted appropriately	Regularly review the provision for all children who have a disability.	HT and SENDCo	Needs of all children are met to ensure they are receiving the best possible education	

3: To improve the delivery of written information and other communication facilities to pupils, family members and the wider community.

Current good practice:

Our school has access to a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Pictorial or symbolic representations
- Visual timetables are in place where required

Short term aim	Strategies	Person / Date	Success Criteria	Monitoring / Evaluation
Regularly review all information to parents/carers to ensure it is accessible	Ensure the school is aware of any disabilities within the family and that the school caters for these	HT and SENDCo		
To make all written material available in alternative formats as necessary	Ensure the school is aware of any disabilities within the family and that the school caters for these			

4. Monitoring arrangements

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

It will be reviewed by Governors with specific responsibility for SEND and Safeguarding and the Headteacher. It will be formally approved by the Full Governing Body.

The Accessibility plan may be monitored by Ofsted during the Inspection process in relation to the Equality Act 2010.

5. Links with other policies, plans and strategies

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

- Equal Opportunities Policy
- Health and Safety Policy
- Equality Plan
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy
- Curriculum Policy
- Behaviour Management Policy
- School Enhancement Plans (Yearly)
- Staff Professional Development Planning
- School Strategic Plan

Appendix 1:**Accessibility audit**

Although parts of the school date back to the late 1800s, the Lower School building was built in the 70s and the school amalgamated in 2007. As a result of this, changes to the buildings were made and the relevant legislation regards accessibility were followed.

The main accessibility features are listed in the following audit.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is single storey construction although Upper School does have a small run of stairs and lifts to access classrooms.	None		
Corridor access	Corridors are wide and easily accessible.	Keep left system in place.		
Lifts	There is a vertical lift to gain access to one corridor in the Upper School and a stair platform lift to gain access to the other section in the Upper School. Lower school does not require any lifts.	Annual service of lift systems to be maintained.		
Parking bays	There are allocated Disability Parking Bays located in both car parks.	None		
Entrances	All entrances are wide for ease of access.	None		

Access controls	All 'key fob' panels are at an accessible height	None		
Ramps	There are ramps to enable access to the main entrance and Lower School. All other entrances are flat.	None		
Toilets	There are disabled facilities. These are located in Upper and Lower School	None		
Showers	This is located in Upper School.	None		
Changing facilities	Located in Pre-school	None		
Reception area	There is ease of access for all visitors.	Office staff available to provide access		
Access to all areas of school teaching and meeting	Access to the main building is through a set of secure doors.	None		
Internal signage	Internal signage is clear and accessible for all users	None		
Emergency escape routes	All escape routes are well signed. There is an emergency lighting system in place	None		