



Town Farm Primary School and Nursery

Accessibility Plan



Staff responsible	Headteacher/Equalities Coordinator
Governor Committee:	FGB/Equalities Governor
Agreed	27 th Nov 2023
Next Review Date:	Nov 2026

INTRODUCTION

1. The purpose of this policy

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

2. How this policy will help us meet our aims and values

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. As an inclusive school we believe that we should:

- Set suitable learning challenges for all pupils, ensuring that every pupil has the chance to experience success and achieve as high a standard as possible.
- Promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.
- Respond to the diverse needs that pupils bring to their learning.
- Respond to the diverse needs of access/disability of staff and parents/carers.
- Create effective learning environments in which the contributions of all the pupils are valued and they feel secure and able to contribute appropriately.
- Challenge stereotypical views and develop an appreciation of differences in others (positive images of disability, gender and race will be used wherever possible)
- Secure motivation and concentration through a variety of teaching approaches whilst taking account of different learning styles.
- Use appropriate assessment approaches which are used consistently across the school and are familiar to the children. Feedback should provide guidance for future learning.
- Overcome potential barriers to learning and assessment for individuals or groups of pupils by providing appropriate support and resources (visual aids, audio materials or technological aids as required) and a physical environment in which they can flourish.
- Help pupils to manage their behaviour effectively and safely by using positive behaviour management including a clear structure of rewards and sanctions.

- Identify key aspects of the National Curriculum and the EYFS curriculum which may present specific difficulties for individuals and take action to adapt activities including ensuring the availability of accessible information.
- Encourage children to attend extracurricular activities and take a full part in the life of the school including taking up positions of responsibility.

3. 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; and includes hidden disabilities such as dyslexia, dyscalculia, dyspraxia, language learning difficulties and some behavioural difficulties e.g. ADHD.

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.

OUR PLAN

4. Access/Disability Action Plan

Our school aims to be an inclusive and welcoming school. We are aware of and agree with the principles of inclusion.

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

A Increased access to the curriculum

1. Teachers aim to give every pupil the chance to experience success and achieve as high a standard as possible. All teachers are aware and have had training about the impact of different teaching and learning styles. A variety of teaching styles are planned for throughout the curriculum and activities are set up to suit different learning styles. The EYFS curriculum ensures children develop at their own rates and in their own ways using age bands. The National Curriculum sets out what most pupils should be taught in each year. Targets are set effectively and are appropriate for pupils with additional needs.
2. However, teaching will be differentiated appropriately to suit the needs and abilities of the children in order to develop their skills, knowledge and understanding. We use resources tailored to the needs of pupils who require support to access the curriculum. Activities in PE will be modified according to need.
3. When planning, teachers have high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils with medical needs, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers and those from diverse linguistic backgrounds. Data is used to monitor progress of these children to ensure effective provision. Curriculum progress is tracked for all pupils.

4. The SENCO is able to have regular meetings with teachers, teaching assistants and parents to discuss pupil progress and identify future support needs.
5. Children with medical needs are monitored by the Welfare Officer and those expected to be away from school for more than 15 days will be provided with support through the Education Welfare officers.
6. Training to develop staff experience and expertise is an ongoing process, and is undertaken on a need's basis. If any member of staff does not have the appropriate knowledge and skills to support children with particular needs, support/training will be sought from the LEA or other outside providers. Both teachers and teaching assistants are trained to support the children's needs.
7. The curriculum is reviewed to ensure it meets the needs of all pupils.

B Improvements to the Physical Environment

1. Governors are committed to inclusion and undertake a regular review of the school site. They monitor the rolling programme of repairs and refurbishment to ensure that access is met as fully as possible.
2. Our school site provides easy access for those pupils, staff and visitors (including parents/carers) with physical disabilities. The corridors are wide and mainly clear of furniture. Any cupboards and display areas are placed against the walls and do not block access through the corridors. The school is well lit and tidy. Ramps are provided where necessary. Library shelves are at wheelchair-accessible height.
3. Our school has quiet learning pods in which to work. The SENCO and Teaching assistants use these areas to work with small groups and individuals.
4. A toilet with wheelchair access is available for disabled children and adults.
5. The car park has a disabled parking bay and there is additional parking to facilitate easy access to the buildings.

C Implementation and delivery of information

Implementation

Information about disabilities/SEN is sought from children and parents when they join the school. This enables support for the children and parents to be arranged as necessary. This might be in the form of an Education Plan (Pathway), an EHCP (Education Healthcare Plan) or changes to the physical environment of the school.

Curriculum Leaders are required to consider all aspects of inclusion when buying new resources and to ensure that the school is adequately resourced to support all children.

The school has a health and safety representative who undertakes a termly check to ensure all areas of the school are adhering to school policy.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

Delivery of information

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

- Being made available online on the school website and paper copies are available upon request.
- Clear internal signage
- Large print resources
- Pictorial or symbolic representations

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.

5. Monitoring arrangements

This policy will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. However, it will be constantly monitored, particularly where children with different needs join the school.

It will be approved by the Governing Board following scrutiny and recommendation by the Resources and/or Teaching and Learning Committees, the Equalities Governor, the Equalities Coordinator and the Headteacher.

6. 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)
- Equality Statement
- Impact Assessment policy
- Special educational needs (SEN) information report
- School Emergency Plan
- Complaints policy
- Appraisal policy
- Behaviour policy
- Disciplinary and Capability policy
- Supporting pupils with medical conditions policy
- Touch and use of restrictive physical intervention policy

7. Audit

Governors will carry out an accessibility audit from time to time as part of the school's health and safety policy to monitor compliance with this Accessibility Plan. The audit will be carried out by the Chair of Governors or another available governor together with the Headteacher and the Premises Manager.

Appendix 1: Accessibility audit

[add other subject headings in the table below as necessary and desirable]

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys				
Corridor access				
Parking bays				
Classroom facilities ¹				
Library ²				
Entrances				
Lighting				
Ramps				
Toilets				
Reception area				
Internal signage ³				
Emergency escape routes				

¹ provide examples of where materials and resources include people with disabilities

² to include whether the shelving is wheelchair accessible/resources are in large print and braille

³ include also whether information is provided in large print/braille