Tredington Primary School

Accessibility Plan

2022-2023

Tredington Primary School Accessibility Plan

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

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 aim for our children to Aspire, Create and Excel in every aspect of education and life. We aim for our children to be happy, successful and able to communicate freely with others. Our children will enjoy a challenge, develop a love of learning and a passion for reading. We encourage our children to explore, create and share their ideas; for them to aspire to make a positive difference to the world around them. We aim to develop in our children a passion for learning; strong moral, social and cultural values; a hard working 'Can do' attitude; a desire to explore and understand the world around them. Every child will have the best possible start.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 trustees of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

What we do now	Objectives	Actions to be taken	Person/s responsible	Date for completion	Review notes and next actions
Increase access to the curriculum for pupils with a disability					
A differentiated curriculum is in place for all pupils and tailors the curriculum to ensure access for pupils with a disability	All GLA curriculum plans make explicit reference to meeting the needs of pupils with a disability	All GLA curriculum training and subsequent monitoring includes the perspective of adapting the curriculum to meet need	Headteacher/ GLA Curriculum lead	Complete and ongoing	Continue to ensure induction training supports understanding for new members of staff.
	All GLA curriculum groups include a SENDco in their membership.	SENDcos provide the perspective for pupils with disabilities when curriculum decisions are made	SENDCO/ Lead SENDCO	September 2023	Review in September 2023 with new SENDCO provision.
	Curriculum meetings address and ensure the all pupils access the curriculum.	Termly staff meetings have as their subject disability access to the curriculum Year Group meetings, Subject Leadership and Senior Leadership Team meetings address curriculum accessibility using cohort specific moderation and book looks that are then revisited in staff meetings.	Headteacher/ School based Curriculum Lead	Complete and ongoing	Ensure staff meetings continue through the summer term and into the 2023-2024 academic year.
	Planning formats have space to show how differentiation is recorded that facilitates access to the curriculum and for	Planning is scrutinized for its ability to identify resource allocation, adaptations and	Headteacher/ Assistant Head Teacher/ SENDCO	Complete and ongoing	Continue to monitoring planning through lesson visit cycles, informal drop ins and monitoring activities.

Curriculum progress is tracked for all pupils including those with SEN and/ or a disability	pupils with a disability subject to an EHCP or My Plan planning includes how to address the targets therein	differentiation to allow access to all SENDcos scrutinise My Plans and planning to ensure access to the curriculum for pupils with a disability SLT scrutinize other plans, as appropriate to ensure need is met.			
	Pupil progress meeting s are held on a regular basis	Pupil progress meetings challenge staff through tracking progress, around curricula opportunities for all pupils with a disability	Headteacher/ SIT	Complete and ongoing	Continue to run PPM meetings on a half termly basis.
	School-wide planning (the SDP) includes curriculum access for pupils with a disability	Regular reviews of the SDP, by staff, monitors access to the curriculum for pupils with a disability and effects change.	Headteacher	Complete and ongoing Review again in September 2023	Continue to review the SDP 100-day plan twice an academic year.
	Staff know the statutory access arrangements for individuals with a disability (e.g. SATs)	Timely assessments are conducted to ensure all possible access arrangements are in place for the pupils to be able to demonstrate their abilities in core subjects DfE access arrangement are used at statutory assessment points to ensure all modifications are in place for these	Headteacher/ Class teachers	Complete and ongoing	Staff training for Year 2, 4 and 6 has taken place. Ensure this continues for the next academic year.
	Changes, where needed are made to the GLA curriculum to identify	INSET, staff and support staff meetings disseminate changes in	Headteacher	Complete and ongoing	Ensure this is updated for the 2023-2024 INSET calendar.

The GLA curriculum meets the needs of all pupils with the National Curriculum inclusion statement inherent	how this is accessible to pupils with a disability	curriculum and school-based staff monitor implementation			
	Where relevant, DfE guidance, such as The Engagement Model (DfE) is used to support pupils with a disability.	Pupil progress meetings identify where the Engagement Model and other access needs will be used	Headteacher/ SENDCO	Complete and ongoing	Ensure Engagement Model is discussed within half termly PPM meetings through the summer term and beyond.
Systems and processes, are in place to ensure the whole curriculum meets both pupils with additional needs and/or pupils with a disability	The Graduated Pathway of Assess, Plan, Do and Review is in place and on the GLA Calendar for pupils. This meets the individual needs of pupils with a disability and/or SEN	SMART targets, are set for pupils with additional needs and/or pupils with a disability. These plans are co-constructed and regularly reviewed with parents and pupils where parents are actively involved in co-construction	SENDCO/ Class teachers	Complete and ongoing	Continue to review based on child, staff and parental feedback.
		Genuine pupil voice is sought and used for these plans; pupils know their targets and how to achieve them Adaptations are made to reflect the needs of pupils with a disability	SENDCO/ Class teachers	July 2023	Focus on pupil voice throughout the summer term.
		Regular SENDco learning walks are used to monitor and then challenge access	Headteacher/ Assistant Head Teacher/ SENDCO	Complete and ongoing	Continue to ensure regular learning walks with SLT and SENDCO

		to the curriculum for pupils with a disability and/or additional needs			
	Advice is used from external agencies and other outreach services (see GLA Early Help offer) to meet the needs of pupils with a disability,	The school evidences, through My Plans, how it has used external agency support and opportunities within the county to enhance the curriculum for pupils with a disability	Class Teachers/ SENDCO	Complete and ongoing	
	The PE and out of school (clubs, residentials and trips) curriculum provides access to all pupils with a disability. A range of clubs are in place to meet the needs of our pupils with a disability External providers, under the guidance of the GLA PE coordinator, ensure access for pupils with a disability	PE and out of school provision are regularly analyzed to ensure there they meet the needs of pupils with a disability. Senior staff regularly check club use to ensure pupils with a disability can access these Staff alert PE coordinator/SLT if access for pupils with a disability is compromised so that changes can be implemented PE coordinator regularly seeks opportunities for pupils with a disability to access PE	Class Teachers/ PE Lead	Complete and ongoing	Continue to use GLA PE Lead and Move More support to ensure events are suitable for children with disabilities.
	Risk assessments for all trips and residentials are in place for pupils with a disability	Risk assessments are co-constructed and reviewed with parents and school staff to ensure access to these opportunities for pupils with a disability.	Class Teacher/ SENDCO	Complete and ongoing	Risk assessments in place

	All transitions meet the needs of pupils with a disability	Regular transition/new to our school/setting meetings are pro-active and involving parents			
	Technology facilitates access to the curriculum for pupils with a disability. Staff trained and adept in the use of assistive technology	Individual access needs for pupils with a disability are enhanced though IT and progress of these pupils is regularly monitored by external agencies and school staff Staff assess the need for alternative means of recording using IT guided by the relevant external agencies or the school's IT coordinator	Class Teacher/ ICT Lead	July 2023	Focus on the effective use of the new computers with children who have additional needs/disabilities (voice led).

What we do now	Objectives	Actions to be taken	Person/s responsible	Date for completion	Review notes and next actions
Improve and maintain access to the physical environment					
All staff of the school actively manage the access needs of pupils with a disability	All pupils with a disability have access to the physical environment and adaptations meet individual need	TAC meetings are regular to understand what the needs are and how the physical environment will meet need	SENDCO/ Head Teacher/ Class Teacher	Complete and ongoing	Quality assured by external agencies.
	Staff, at all transition points, to a new class and to a new setting, inform the next setting of access arrangements for pupils with a disability.	At regular points in the academic year, school staff arrange TACs to share information for the new setting and ensure a successful transition for pupils with a disability. Make sure we can clearly see (in a different font/colour) pupil voice in the pupil passports we send up to the next year group (see GLA format)	SENDCO/ Head Teacher/ Class Teacher	July 2023	Review at next handover point within the summer term.
	Accessibility arrangements make reasonable adjustments to the physical environment to facilitate accessibility and inclusion for pupils with a disability Spaces are created and provided where pupils with a disability need time-out or calm space including consideration of colour schemes	Regular and timely consideration of the cohort, with a view to understanding specific disabilities prompts consideration of furniture placement, calm spaces, displays accessibility to learning spaces and support at unstructured times	SENDCO/ Head Teacher/ Class Teacher	Complete and ongoing	Ramps, PEEPS and fire escapes checked and planned for. Continue to ensure fire drills rehearse the use of these secondary exits.

		Ramps are in place for all external doors or a portable ramp is in place where this is not possible, given the age of the school.			
All building work new and maintained has considered/facilitated accessibility to the physical environment for pupils with a disability	Central Office responds to schools' concerns regarding access to their particular physical environments.	Central Office evaluates access to the physical environment for pupils with a disability securing services to meet need	Estates Manager	July 2023	Further work needed to forest school.
	All plans that involve access to the physical environment are implemented, understood and shared with parents/pupils	Timetabled information sharing and/or training on disability equality; PEEPS; medical and intimate care plans are all updated and used	SENDCO/ External Agencies	Complete and ongoing	PEEPS in place and shared with staff/parents.
	Site specific risk assessments and training are in place for pupils with a disability to maintain safety.	Regular training is in place, including Moving and Handling, ramp use, fire plans as well as training covering specific disability needs. Subsequent risk assessments are created and reviewed	SENDCO/ External Agencies/ Headteacher	Complete and ongoing	Risk assessments in place alongside staff training. Further training has also been provided on how to use the ramp in an emergency.
All common facilities are accessible to disabled pupils both internal and external	Access to all external school environments meets the needs of all pupils with a disability.	Regular site walks ensure the indoor/outdoor environments, as well as the school perimeters are safe for pupils with a disability.	SENDCO/ Headteacher/ Caretaker	Complete and ongoing	Regular SLT site walks take place on a daily/weekly basis with different areas of focus.
	Sensory audits are completed for pupils with a disability	Regular Sensory audits of the environment used for pupils with a disability	SENDCO/ Class Teacher	July 2023	
	All disabled pupils are safely evacuated	Completed reviewed emergency evacuation	SENDCO/ Fire Marshall	Complete and ongoing	Rehearsed successfully and PEEPs in place.

		plans (PEEPs) are shared with all stakeholders and Fire Marshall			
	All staff ensure the corridors are kept clear	Signs and staff meetings regularly remind staff about clutter are on display and a regular site walk by SLT ensures this.	Headteacher/ SENDCO	April 2023	Reminder to staff about shared areas, toilets and cloakrooms.

What we do now	Objectives	Actions to be taken	Person/s responsible	Date for completion	Review notes and next actions
Maintain and improve the access and delivery of information to pupils					
Information provided to parents and pupils is accessible and a variety of methods are used to facilitate this.	That all parents and pupils are able to access information	Ask parents about access on admission, including families starting in the Foundation Stage Annual Reviews of EHCPs ensure information regarding pupils with a disability is clearly articulated and then monitor access to family support for families through a regular TAC	Headteacher/ SENDCO/ Class Teacher	Complete and ongoing	Parent support offered to all families through admin/SLT.
	The school ensures new signs in school to include symbols and is simplified and clear. Pertinent to the disability, there should be bespoke solutions such as braille signage at key points in the school.	All new signs will include symbols or visuals and pupils are taught how to use them Pupil voice indicates this knowledge and is used to make adaptations Symbols are added onto displays where	Headteacher/ SENDCO/ Class Teacher	September 2023	

		enhancement of text needed			
Pupils are aware of, and can confidently articulate their own access needs	Pupils express their access needs both through their My Plan, through their My Profile and through My Journey. The SDQs are used and pupil voice is sought and used Support for pupils with a disability in articulating their sensory needs is regular and informs support in the class.	Regular opportunities are in place for pupils to express their access needs and for these findings to be used to improve conditions for the pupil/s	SENDCO/ Class Teacher	Complete and ongoing	Continue through the summer term and beyond.
	Ensure visual timetables in all classes	SLT regular monitoring and challenge to ensure these are in place and visible	Class Teachers	April 2023	Ensure consistency between classes.
	Pupils and parents know the homework expectations through IT avenues and where needed, hard copies.	PAG is used to review homework expectations and how this is adapted for pupils with a disability	Headteacher/ PAG	July 2023	Discuss in next meeting.
	Staff, at transition points, proactively seek information about pupils with a disability coming to our schools/settings passing information on	School staff meet with parents and staff from previous setting/school to ensure a successful transition	Class Teachers	September 2023	Ongoing based on new children entering the setting.

Identifying Barriers to Access: This Checklist will guide your school's audit of accessibility

Section 1: How does your school deliver the curriculum?

Question	Yes	No	Commentary
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?			
Are your classrooms optimally organised for disabled pupils?			
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to pupil diversity?			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?			
Are all pupils encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?			
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			
Do you provide access to computer technology appropriate for students with disabilities?			
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?			
Are there high expectations of all pupils?			
Do staff seek to remove all barriers to learning and participation?			

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No	Commentary
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?			
Are areas to which pupils should have access well lit?			Consider further playground lighting
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			

Section 3: How does your school deliver materials in other formats?

Question	Yes	No	Commentary
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?			
Do you have the facilities such as ICT to produce written information in different formats?			Developing ICT- training is being provided
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			