

Tollgate Primary School



Accessibility Plan

Date plan last reviewed: April 2024

Signed by:

<hr/>	Headteacher	Date: 18.4.24
<hr/>	Chair of governors	Date: 18.4.24

Statement of intent

This plan outlines how Tollgate Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Attitudes and Participation** -
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Accessibility Plans				
Objective	Action	Led by	Resources	Success Criteria
<u>Curriculum</u>				
To ensure the SEND curriculum is tailored to meet the needs of the pupils in order to develop their knowledge, independence and skills to succeed in life.	SEND teachers to adapt the two pathways by creating SEND (new curriculum).	Curriculum support teachers and Team leaders	Meeting time with Curriculum support teachers to revise and create the new curriculums. Support received from SEND specialists	The curriculum is able to meet the needs of the individual children within the pathways. The learning opportunities for the pupils are appropriately continued.
To monitor and measure the specific impact of interventions for SEND pupils	To develop the use of SEND register to set up groups, targets -To ensure there is a clear understanding of Provision Map across the school. To create afternoon folders were targets to plan purposeful activities and to also measure impact.	Curriculum support teachers SENDCO Teachers	Target meetings with teachers. -Review targets termly -Staff training	Teachers to become knowledgeable about the needs of children. -Children will be achieving targets within both the mainstream classrooms and afternoon interventions. -There will be an increase in the pupil's attainment and progress.
To develop Class teachers and support staff understanding of the achievements,	To develop Class teachers and support staff understanding of the achievements, outcomes and targets	SENDCO Teachers Support Staff Curriculum support	Meeting time with teaching staff -Support staff training -Inclusion Policy	Teachers and support staff are aware of the targets of pupils and feel confident to discuss their needs.

outcomes and targets of SEND pupils so that these can be built upon in afternoon lessons within mainstream setting.	of SEND pupils so that these can be built upon in afternoon lessons within mainstream setting.	Teachers		Teachers to be confident in using a range of effective teaching strategies to ensure children with SEND are making good progress. Attitudes and Participation
Attitude and Participation				
To ensure all educational visits have made reasonable adjustments in order for pupils with SEND to access where appropriate	SENDCO to coordinate with mainstream teachers to ensure trips are accessible for SEND children and support by providing resources where possible.	SENDCO Class Teacher	Meeting time Resources to support with transition.	There would be an increase in the number of SEND children attending trips with their mainstream classes. Whole school trip planning with SENDCO to ensure trips are accessible for all SEND children
To ensure extra-curricular clubs are accessible to pupils with SEND.	To ensure there is a variety of clubs that SEND will be able to access in order for them to join in with the different clubs available.	SENDCO Class Teachers	SENDCO to meet with Senior leadership team .	There will be an increase in the number of children that will be attending after school clubs which will have a positive impact on all the other areas of the curriculum.
Environment				
To be aware of the access needs of disabled children,	to create access plans for individual disabled children.	SENDCO Governors Head Teacher	SENDCO to meet with SLT and governors to review and alter as necessary	All visitors as well parents, carers, staff, children and governors have access to the school

staff, governors and parents, carers	<p>to ensure staff and governors can access areas of the school.</p> <p>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p>			
To Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges regularly.</p> <p>Check exterior lighting is working on a regular basis.</p>	<p>Health and Safety Site Supervisor</p> <p>External agencies</p>	<p>Meeting with external agencies, SENDCO and Health and Safety Officer of school</p> <p>Walk building termly to check</p>	<p>Visually impaired people feel safe in school grounds.</p> <p>Yellow edges to be re-done as needed throughout the school year.</p>
To Ensure all disabled people can be safely evacuated	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation by being aware of the PEEP</p>	<p>SENCO</p> <p>Health and Safety officer</p> <p>Class teachers</p>	<p>Headteacher to remind staff at briefings</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>
To Ensure there are enough fire exits around school that are suitable for people with a disability	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>SENDCO</p> <p>Site supervisor</p> <p>Judicium</p>	<p>Judicium to audit as well external fire safety agencies</p> <p>Site supervisor to check daily</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>