



Tudor Court Primary School

Accessibility Plan

Reviewed – HT	02.11.2021
Assigned to Committee	FGB (Statutory)
Frequency of Review	Every 3 Years
Adopted from	The Key – June 2021
Agreed by the Governing Body	Ratified 6th January 2022

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1. Aims

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.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Ensure that the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.

Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

Not to treat disabled pupils less favorably.

To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

To publish an Accessibility Plan.

The school recognizes and values parents' knowledge of their child's disability and its effect on his/her ability to carry out certain activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014, which underpin the development of an inclusive curriculum.

Setting suitable learning challenges.

Responding to pupils' diverse learning needs.

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 governors of the school.

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 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 disabled pupil faces in comparison with non-disabled pupils. 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.

Education & related activities:

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, educational psychologists and of appropriate health professionals from the local NHS Trusts. CPD will be given when appropriate to all necessary staff.

Physical environment:

The school will take account of the needs of pupils 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, acoustic treatment and colour schemes, and more accessible fixtures and fittings.

Provision of information:

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Financial planning and control:

The Head Teacher, Senior Leadership Team, together with the Governing Body will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

In order to ensure that our educational services, effectively meet the needs of disabled students and visitors the school will:

- Consult with the pupil, parents, staff and disability organisations
- Regularly review whether its provisions and other services are both accessible and effective, and take appropriate action.
- Monitor the implementation and the effectiveness of this policy on a regular basis.

Parking

There is limited parking on site. However, arrangements can be made to allow for individuals to use the allocated parking bays within the staff parking area. There is an intercom to contact the office.

Access around the Site

The whole site is on one level. And there is a step free route throughout the school.

Accessible Toilets

There are four accessible toilets on site and two nappy changing facilities:

- In the main foyer
- Next to the small hall
- Year 1 corridor (nappy changing)
- EYFS block (nappy changing)

PEEP

Personal Emergency Evacuation Plan are in place for staff and pupils.

- The PEEP gives SLT and others sufficient information to ensure that the correct level of assistance is always available for pupils and staff with a disability; physical, deafness, visual impairment and learning needs.
- In the event of an emergency there is adequate procedure in place to evacuate individual to a safe place. Locate them if unsupervised or unaccompanied and escort them from the building to the muster point.
- Named support staff must remain with their SEND children throughout the emergency.
- Supply teachers must be made aware if they are taking a class which has an SEND pupil and made aware of the PEEP where relevant.
- Individual copies of the PEEP are circulated to all teaching, non-teaching staff who work with the child(ren).
- The PEEP is reviewed and updated as appropriate by the inclusion lead and or SENCO.
- Staff training ensures up to date Health and Safety advice and risk assessment are in place.

Definition of special educational needs.

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
 - Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
 - Are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Tudor Court Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND. The school's special educational needs policy and publication of equality information and objectives can be found and accessed via the school website.

3. Monitoring and Review

The Accessibility Action Plan and checklists will be reviewed annually by the school's senior leadership team and appointed governor(s).

How do we deliver the Curriculum?

Question	Yes	No
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Ongoing	
Are our classrooms, where disabled pupils are based, suitable for their needs?	✓	
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 our visually impaired children?	✓	
Do staff recognise and allow for additional time required by some disabled pupils 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 we provide access to computer technology appropriate for pupils with disabilities?	✓	
Are school visits made accessible to all?	✓	
Are there high expectations of all pupils?	✓	
Do we seek to remove all barriers to learning and participation?	✓	

Section 2

Is our school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including classrooms, assembly hall, dining room, library, etc. allow access for all pupils?	✓ *	
Can pupils who use wheelchairs move around the school without experiencing barriers to access caused by doorways, steps or toilets?	✓	
Are pathways around the school site and parking arrangements safe, logical and well signed?	✓	
Are emergency and evacuation systems set up to inform all pupils, including alarms with both visual and auditory components?	✓	
Are non-visual guides used to assist people to use buildings?		•
Are any of the signs or decors considered to be confusing or disorientating for children with visual impairment, autism or epilepsy?	✓ **	
Are all areas well lit?	✓	
Are steps made to reduce background noise for hearing impaired children?	✓ ***	
Is furniture and equipment selected, adjusted and located appropriately?	✓	
Do we provide access to computer technology appropriate for pupils with disabilities?	✓	
Are school visits made accessible to all?	✓	
Are there high expectations of all pupils?	✓	
Do we seek to remove all barriers to learning and participation?	✓	

* Only a limited number of classrooms have sufficient space for specialist equipment

** New signs to be reviewed by SENCO

*** With the exception of Early Years, all other classrooms are single bases

Section 3

How does the school deliver materials in other formats?

Question	Yes	No
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and families who may have difficulty with standard forms or printed information?	✓****	
Do we have the facilities such as ICT to produce written information in different formats?	✓	
Do we ensure that the staff are familiar with technology and practices developed to assist people with disabilities?	✓	

**** This is offered to known families within the school

4. Action Plan

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

Objective/Target	Strategies	Actions	Timescale	Success Criteria
To ensure that the school complies with the DDA and SEND Code of Practice.	Staff meeting time allocated to share accessibility plan. Governors and Staff made aware of the requirements and obligations of the Accessibility Plan.	SENCO to undertake Accessibility Audit. Presentation by Headteacher to Governors at one FGB per year.	On-going.	School complies with the Code of Practice and DDA and staff are all fully aware of the requirements.
To celebrate differences within the school community.	Through the delivery of an inclusive curriculum, staff and children celebrate diversity (focus within the PSHE curriculum),	Operational Plan identifies Staff meeting time focusing on curriculum delivery. Children's work and achievements are celebrated through displays, certificates and assemblies.	On-going	School will raise awareness of the differences amongst children and a good understanding shown through the community making adaptations.
Training for teachers on differentiating the curriculum.	Head Teacher to work with SENCO and SLT to determine school needs.	Undertake audit to assess CPD needs.	September - Ongoing	Equality of access to our curriculum.
Improve provision for children with specific SEND.	Develop staff knowledge and skills in managing children with SEND.	Inclusion Lead to work with SENCO to provide support and training as part of the ongoing operational plan. Liaison with external agencies with specialist knowledge to provide support and training.	Ongoing to meet individual children's needs.	All staff will have increased confidence and skills in working with SEND children.

Objective/Target	Strategies	Actions	Timescale	Success Criteria
Improve capacity to support increasing number of children with Speech and Language challenges.	Speech and Language Therapist to work in school one day a week. Train specialist Teaching Assistant to support the delivery of speech and language interventions.	Employ Speech and Language Therapist. Employ Teaching Assistant to support the work of the Speech and Language therapist.	November 21	Greater number of children with identified Speech and Language difficulties are having their needs met.
School site and learning environment.	Budget contingency to be identified for any needs that arise.	SENCO and Site Manager to monitor ease of access to all areas of the school premises - including any raised surfaces. SENCO to undertake an audit of signage used and provide recommendations to Head Teacher.	September - Ongoing	Pupils, staff & visitors will have full access in and out of premises.

5. Monitoring Arrangements

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

It will be approved by the governing board.

6. Links with other Policies

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

- Health and safety policy.
- School Development Plan
- SEND policy
- Curriculum policies
- Equality Policy