

Tittensor CE (VC) First School Accessibility plan 2023-2026



Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Tittensor First School intends, over time, to increase the accessibility of our school for disabled pupils. Tittensor First School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy

- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school’s website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Tittensor First School will address the priorities identified in the plan. The plan is valid for three years 2020-23. It is reviewed annually.

Section 2: Aims and objectives

Accessibility Plan Code

C. Increase access to the curriculum for pupils with a disability

E. Improve and maintain access to the physical environment

I. Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims:

Objectives	Accessibility Planning (Codes C E I)	Actions to be taken	Success Criteria	Person Responsible	Time line
To improve provision for pupils with SEND.	C, I	Audit Training	SEND provision meets the needs of children	SENCo	Ongoing
To ensure support staff have specific training on disability issues	C, I	Identify training needs at regular meetings	Raised confidence of support staff	SENCo	Ongoing
To ensure all staff aware of disabled children’s curriculum access	C, I,	Share information with all stakeholders involved with each child	All staff aware of individual’s needs	All staff SENCo	Annually in Sept Ongoing

All school visits and trips need to be accessible to all pupils	C, I, E	Ensure venues and means of transport vetted for suitability Develop guidance on making trips accessible	All pupils able to access all school trips and take part in a range of activities	SENDCo Class Teachers	Ongoing
To ensure smooth transition of all pupils with SEND	C, I, E	A meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Pupil profiles Transition of information to Middle School and visits. Meetings with Middle School staff Transition between year groups: Meeting with staff, visits to the classroom, transition preparation work SEN list with links to professional info for teachers to have access to. Stay and play sessions Regular safeguarding meetings to discuss children at risk.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Written annually Middle school SEN days	Class teacher SENDCo EYFS TAs/ Teachers DSLs	Annually
Ensure disabled children can take part equally in lunchtime and after school activities		Discuss arrangements and necessary support with out of school club staff	Disabled children able to participate equally in out of school activities	SENDCo	Annually On-going
Review PE curriculum to ensure PE is accessible to all pupils	C, E I	Review PE curriculum to include disability sports	All pupils have access to PE and are able to excel. Child's TA will be there all the time.	SENDCo, PE Lead	Autumn term annually
To improve the attainment and participation of pupils with social, emotional and mental	C, I	Review Wellbeing Mentor support for children with MH difficulties and adapt as required.	Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENDCO	Wellbeing Mentor, DSLs and SENDCO	Ongoing

health difficulties.		Signpost parents to support Develop an emotional regulations area			
To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors	C, E, I	To create access plans for individual pupils as part of the Pupil Passport process To ensure staff and governors can access areas of school used for meetings Annual reminder to parents/carers through newsletter to inform staff if they have any difficulty accessing the school /grounds	Progress Passports in place for disabled pupils, and all staff aware of pupils' needs. SENCO passports in place for all SEND pupils. Staff and governors confident their needs will be met. Continuously monitoring to ensure any new needs arising are met. Parents/ carers have full access to all areas of school.	SENDCo Governors All staff	Review annually
To ensure everyone has access to reception area	E	Daily check to ensure area is free of obstructions. Ensure nothing is preventing wheelchair access Check outer door wide enough for wheelchair access Provision of appropriate seating Provide bell on counter so wheelchair users can get attention of office staff Ramp at main entrance	Disabled parents, carers, visitors feel welcome. Visitors can sit down if waiting in reception. Wheelchair users not kept waiting Wheelchair users can enter building with ease.	Caretaker	On-going
Maintain safe access for visually impaired people	E	Check condition of yellow paint on step edges Check exterior lighting working	Visually impaired feel safe in school grounds.	Caretaker	On-going

Ensure all disabled people can be safely evacuated	E	<p>Ensure personal emergency evacuation plan for disabled pupils</p> <p>Ensure all staff aware of their responsibilities in evacuation.</p> <p>All disabled pupils and staff working with them are safe in event of fire.</p> <p>Constant supervision for disabled children who need help in evacuation.</p>	Everyone can be safely evacuated from the school in the case of an emergency	SENDCo	On-going
Ensure there are enough fire exits suitable for people with disability	E	Ensure staff aware of need to keep fire exits clear	All disabled personnel and pupils have safe, independent exits from school	All staff	Daily
Provide hearing loops to support pupils with hearing impairment	C	Take advice on appropriate equipment if this becomes necessary	All children have access to the curriculum	Headteacher	As required