



# **Tredington Primary School**

## **Accessibility Plan**

**Reviewed September 2019**

**Next review date September 2020**

**We aim to develop in our children a passion for learning; strong moral, social and cultural values; a hard working ‘Can do’ attitude; the ability to communicate with others clearly and a desire to explore and understand the world around them.**

**Our school mission statement is: Friends Learning Together.  
Explore, Create and Share.**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

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

Tredington Primary School comprises a two storey Victorian school house with an attached modern single storey school hall, servery, small group work room and accessible toilet and hygiene suite. In addition, there are two double Elliott buildings and one single Cotaplan building. (NB. For the purpose of this statement these will be referred to as independent classrooms). To meet the requirements of the legislation, TPS has previously installed a number of ramped/level access points throughout its premises as follows:

**Independent Classrooms:** All independent classrooms have ramped access as well as steps, one of the double independent classrooms and one of the single classrooms have an accessible toilet.

(100% disabled access total).

#### **Main School House:**

The school house has one straight set of stairs to the first floor only. The front door of the house has two entry steps and two grab rails on either side of the door. There is a level access to the ground floor via the external door by the accessible toilet or via the school hall. The ground floor of the main house comprises the Head teacher’s office and administration offices as well as stationery storage and a small work area. The upstairs, reached only by a single staircase, comprises the SENDCo’s office, staff room with kitchenette and single staff toilet. There is an accessible toilet and hygiene suite on the ground floor. In addition, the servery situated off the school hall provides access to kitchen facilities.

(50% disabled access total)

#### **School Hall, Servery, Small Group Room & Accessible Toilet /Hygiene Suite.**

There are two level access points reached from the two double doors of the school hall as well as the access point by the accessible toilet/hygiene suite. The servery and small group room can be reached via the school hall. The accessible toilet/hygiene suite offers adjustable facilities including toilet, hoist and shower.

(100% disabled access total)

#### **Fire exits**

The two level access points via the two double doors of the school door also act as level fire exits. Each independent classroom has its individual fire exit. There is a Personal Emergency Evacuation

Plan (PEEP) in place for any pupil in a wheelchair, which is updated in September each year or as necessary within the year.

(100% disabled access total)

### **Playground**

The playground is a large open area with direct access from the disabled parking area outside the main school house, from the main school hall and from each independent classroom via a ramp. There are painted contrasting strips on stairs and ramps to assist visually impaired staff, pupils and parents and visitors.

(100% disabled access total)

### **School Field & Forest School**

The school field is a large open area beyond the classrooms and playground. Forest School is an area attached to the field. The whole area is accessible to wheelchairs. However access is easier in the summer when the ground is dry. The trim trail and pirate ship provide additional areas for imaginative play on the field. The field is closed to all pupils when it is too wet and muddy.

(75% disabled access total)

### **Car Parking**

There are disabled parking areas outside the main school house, in the layby.

### **Outside Agencies**

School liaises closely with appropriate outside agencies in order to provide equipment and resources to improve access to the curriculum for pupils with Special Educational Needs.

### **Assistive Technology**

Purchase and use of Clicker 7 assists pupils to access the curriculum where appropriate.

Eye gaze technology is in place for a pupil with complex special educational needs.

The Accessibility Plan below contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the

school, school events and the information about outside agencies and outreach support that may be available; the information should be made available in various preferred formats within a reasonable timeframe.

All settings must make reasonable adjustments for pupils with SEND. These duties are anticipatory, meaning that settings must plan in advance to ensure the needs of future pupils can be met.

Next steps at Tredington Primary School during 2019/20:

a) Increase access to the curriculum:

- Further Clicker 7 training is planned for September 2019 so that all staff revisit (and new staff are introduced to) the tools available to assist pupils with Special Educational Needs to improve access to the curriculum;
- Further use of peer mentoring across the school;
- Further support for teachers to enable appropriate differentiation of tasks for SEND pupils within Quality First Teaching in the classroom;
- Maintain liaison with outside agencies eg. speech and language, ATS to ensure pupils with SEND have full access to the curriculum.

b) Improve and maintain access to the physical environment of the school adding specialist facilities as necessary:

- New accessible library and meeting room within new Cotaplan independent building;
- New accessible DDA compliant toilet in school in new Cotaplan independent classroom;
- Provide work stations for appropriate SEND pupils in their new classrooms;
- Provide additional intervention learning space outside new library;
- Ensure lighting and painting to show edges of steps/ramps etc assist the visually impaired;
- Resurfacing of school car park to provide level surface for access;
- Provide accessible SAFE SPACES for appropriate pupils;
- Ensure access to Forest School for pupils in wheelchairs.

c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities:

- Revision of all school policies ensuring clear presentation on the school website during the academic year 2019/20;
- Notification in newsletters to parents when policies are revised, ratified by Governors and on the website;
- Parent/carer workshops to present school information visually and verbally to those who prefer this;
- Continue to provide support with interpretation of written information to parents/carers with low literacy levels eg. school reports, reviews of Plans for children on SEN register, LA correspondence (EHC Plans etc);
- Ensure all staff are aware of pupil and parents/carers with disabilities to ensure reasonable adjustments are in place as appropriate.

**NB In addition, school will carry out an accessibility audit with the Chair of Governors, SEND Governor and one other stakeholder during autumn 2019.**

Reviewed by L. Sim SENCo Cath Pollard Headteacher

01/09/19