

# Temple Herdewyke Primary School and Nursery



## Accessibility Plan 2020

Chair of Governors signature *Steve Grimmsley*

Headteacher's signature *Mrs M Godfrey*

**Ratified: April 2020**

**Review: April 2023**

Person responsible for overseeing the implementation: **Headteacher**



Stowe Valley

MULTI ACADEMY TRUST

Stowe Valley Multi Academy Trust

Registered Office: Southam College, Welsh Road West, Southam, Warwickshire, CV47 0JW

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

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. Every teacher, supported by senior leadership team, the governing body and support staff, is a teacher of every child or young person including those with Special Educational Needs and Disability. In our whole school approach we will create an atmosphere of encouragement, acceptance, and respect for all achievements. We will be sensitive to individual needs and we will enable all children to have full access to all elements of the school curriculum, and be able to contribute fully to school life.

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. As a member of Stowe Valley Multi-Academy Trust, we work closely with all schools across the trust to support all pupils.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

# 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## Accessibility Action Plan

Target	Current Good Practice	Objectives	Actions to be taken	Responsibility	Timescale	Monitoring
<p><b>Access to Curriculum</b></p> <p><i>Increase access to the curriculum for pupils with a disability</i></p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>Assemblies regularly feature a range of disabilities e.g. Guide Dogs for the blind</i></p> <p><i>Talking tin lids are available for pupils with selective mutism</i></p> <p><i>PSHE lessons promote inclusion</i></p> <p><i>Induction processes include adjustments for disabilities.</i></p>	<p><i>Ensure that curriculum resources include examples of people with disabilities.</i></p> <p><i>Continue to monitor needs as pupils join the school</i></p>	<p><i>Raise awareness with all staff</i></p> <p><i>Each subject leader to audit existing resources.</i></p> <p><i>Purchase additional resources</i></p>	<p><i>Maggie Godfrey</i></p>	<p><i>By September 2020</i></p>	<p><i>SENco to monitor</i></p>
<p><b>Improve and maintain access to the physical environment</b></p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li><i>• Ramps, if needed</i></li> </ul>	<p><i>Disabled parking bay needs marking to improve visibility.</i></p> <p><i>To ensure that library shelves at wheelchair-</i></p>	<p><i>Head to contact facilities manager to book in tarmac markings</i></p> <p><i>Literacy co-ordinator to audit</i></p>	<p><i>Maggie Godfrey</i></p>	<p><i>By September 2020</i></p>	<p><i>Maggie Godfrey (SENco)</i></p>

	<ul style="list-style-type: none"> <li>• <i>Whole building is wheelchair friendly</i></li> <li>• <i>Corridor width</i></li> <li>• <i>Disabled toilets,</i></li> </ul>	<i>accessible height</i>	<i>library</i>			
<p><b>Access to wider curriculum</b></p> <p>Increase participation by SEND pupils in after school and lunch time activities.</p>	<i>Extra-curricular clubs offered open to all pupils.</i>	<p><i>Audit participation of SEND pupils in extra-curricular activities and identify any barriers.</i></p> <p><i>Ensure school activities are accessible to all students.</i></p>	<i>Investigate TA flexibility to cover extra-curricular activities, if needed.</i>	<i>Governors</i>	<i>By September 2020</i>	<i>SLT and Governors</i>

#### 4. 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.

#### 5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy