

Trull Church of England VA Primary School



ACCESSIBILITY PLAN

I have come that they may have life, and have it to the full. John 10:10

DATE AGREED
September 2021
TO BE REVIEWED
September 2024

Trull CE VA Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

TRULL CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

POLICY STATEMENT ON ACCESSIBILITY

Trull CE VA Primary School is taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This plan outlines how Trull CE VA 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 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 must 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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Access Audit

The school is a mixture of buildings with the original school (Block A) constructed in 1875 and extensions added on in the 70's and 90's. There are also 2 additional buildings. One is currently assigned to Early and Late Club (Block B) and is on a single level with accessibility. The other is a two story building (Block C) with an access point from the outside together with a lift to the 1st floor. Teaching areas are on both ground floor and first floors. The hall is on the ground floor and is accessible to all.

There is no on-site car parking for staff and visitors but we have permission to use the Church car park which includes three dedicated disabled parking bays.

The main entrance to the school can be accessed by a ramp.

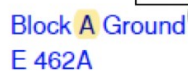
There are disabled toilet facilities available, one in the main building (Block A) and one in Block C. They are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and the Diocese.



GIA 872.94

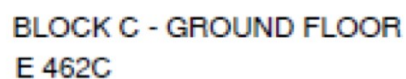
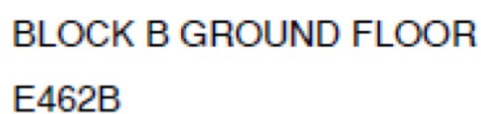


GEA 417.70

GIA 372.15



Accessible Route



ACCESSIBILITY PLAN – CURRICULUM ACCESS							
	Issue	Recommendation	Who	Timescale	Outcome criteria	Cost	Date Complete
1	Staff members do not have the skills to support pupils with SEND	<p>SENCO to deliver training where possible</p> <p>INSET provided to staff members if relevant</p> <p>Identify gaps in knowledge and seek external advice, training courses where necessary</p>	Headteacher / SENCO	Ongoing	Staff members have the skills to support children with SEND	<p>Training costs</p> <p>Extra hours for LSA</p>	Ongoing
2	Differentiation in teaching	<p>Headteacher / SENCO to monitor quality of differentiation and provision for SEND pupils.</p> <p>Training for teachers to be given if needed.</p>	Headteacher / SENCO	Ongoing	Staff members have the skills to support children with SEND	Not applicable	Ongoing
3	Interventions	SENCO to regularly audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	SENCO / Headteacher	Ongoing	Pupils with SEND catch up with the work from interventions	Possible resource implications	Ongoing

4	Classrooms are organised to promote the participation and independence of all pupils	<p>SENCO to carry out annual audit of resources to ensure that lessons can be planned to meet the needs of all pupils in the class.</p> <p>Class teachers to review resources.</p> <p>Regular assessment of the classroom to ensure furniture, decoration etc supports teaching and learning meeting needs of all pupils in the class</p>	SENCO/				
5	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Headteacher/SENCO	Ongoing	Pupils with SEND can access lessons	Possible expense incurred	Ongoing
6	School trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Ongoing	Planning of school trips takes into account pupils with SEND	Possible expense incurred	Ongoing

	ACCESSIBILITY PLAN – PHYSICAL ENVIRONMENT						
	Issue	Recommendation	Who	Timescale	Outcome criteria	Cost	Date Complete
1	Corridors	Keep corridors clear from obstructions	All staff	Ongoing		None	Ongoing
2	Children with physical disabilities are unable to access upstairs classrooms in Block A	When this situation arises, classrooms will be swapped around.	Headteacher / Facilities Manager		School is aware of accessibility barriers to its physical environment, and will make a plan to address them when the need arises	Unknown	Ongoing

ACCESSIBILITY PLAN – INFORMATION							
	Issue	Recommendation	Who	Timescale	Outcome criteria	Cost	Date Complete
1	Availability of written material in alternative formats when specifically requested	<p>The school will make itself aware of the services available for converting written information into alternative formats. Website information will be provided in the form of paper copies if requested. Safety & Safeguarding information for visitors to school available in larger print sizes if requested</p> <p>Website caters for other languages with a Translate button</p>	All staff	Ongoing		Minimal	Ongoing
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	School Business Manager	Ongoing	All parents are able to access information	Minimal	Ongoing