

# Accessibility Policy and Accessibility Plan

1. Legal framework	1
2. Definition	1
3. Roles and responsibilities	2
4. Accessibility Plan	2
5. Equal opportunities	3
6. Admissions	4
7. Curriculum	4
8. Physical environment	5
9. Monitoring and review	5
Appendix A – Accessibility Plan	7

<b>Governor Responsibility:</b>	L&C Committee
<b>Staff Responsibility:</b>	<b>Michelle Moss</b> <b>Teresa McMeakin</b>
<b>Review Period:</b>	3 Years
<b>Status:</b>	Statutory
<b>Reviewed:</b>	Autumn 2025
<b>Next Review Date:</b>	Autumn 2028
<b>Governor Signature</b>	

## Statement of intent

Tetherdown Primary School is committed to 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.

Our 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 policy must be adhered to by all staff members, pupils, parents and visitors.

## Contents

1. Legal framework .....	1
2. Definition.....	1
3. Roles and responsibilities .....	2
4. Accessibility Plan .....	2
5. Equal opportunities .....	3
6. Admissions .....	4
7. Curriculum .....	4
8. Physical environment.....	5
9. Monitoring and review.....	5
Appendix A – Accessibility Plan .....	7

## **1. Legal framework**

1.1. This policy has due regard to legislation including, but not limited to, the following:

- *United Nations Convention on the Rights of the Child*
- *United Nations Convention on the Rights of Persons with Disabilities*
- *Human Rights Act 1998*
- *Special Educational Needs and Disability Regulations 2014*
- *Education and Inspections Act 2006*
- *Equality Act 2010*
- *The Education Act 1996*
- *The Children and Families Act 2014*
- *The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017*

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- *DfE (2014) 'The Equality Act 2010 and schools'*
- *DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'*

1.3. This policy will be used in conjunction with the following school policies and procedures:

- *Equality and Diversity Policy*
- *Equality Information and Objectives Policy*
- *Early Years Foundation Stage (EYFS) Policy*
- *Special Educational Needs and Disabilities (SEND) Policy*
- *Admissions Policy*
- *Pupil Behaviour and Discipline Policy*
- *Supporting Pupils with Medical Conditions Policy*
- *Administering Medication Policy*
- *Anti-Bullying Policy*
- *Curriculum Statements*
- *Health and Safety Policy*
- *School Development Plan*
- *Data Protection Policy*

## **2. Definition**

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

### **3. Roles and responsibilities**

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Learning & Community Committee will be responsible for monitoring the Accessibility Plan.
- 3.4. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.5. The Headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.6. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.7. The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.8. The school and the governing body will work closely with the Local Authority and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.9. The SENCO will work closely with the Headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- 3.10. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

### **4. Accessibility Plan**

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality Objectives & Special Educational Needs and Disabilities (SEND) Report.
- 4.2. The Accessibility Plan will be presented as part of this policy document.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
  - ✓ To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
  - ✓ To increase the extent to which pupils with disabilities can participate in the curriculum
  - ✓ To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be during the Autumn term.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. The Accessibility Policy including the Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with the LA to effectively develop and implement the plan.
- 4.11.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The Local Authority will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

## **5. Equal opportunities**

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

## **6. Admissions**

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils according to admissions policy
- 6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents of pupils with EHCPs, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.
- 6.7 The SENDCo will endeavour to liaise with the previous school and read and distribute SEND documentation to mid-year parents.

## **7. Curriculum**

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The class teacher and the SENDCo will work together to adapt a pupil's individual Learning Plan (LP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.

- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

## **8. Physical environment**

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access .
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.

## **9. Monitoring and review**

- 9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The governing body and headteacher will review the policy in collaboration with the SENDCo.
- 9.3. Equality impact is considered as and when school policies are reviewed.



## Appendix A – Accessibility Plan

### Planning duty: Accessibility Audit

Governing bodies must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

#### Environment

Feature	Description	Actions to be taken	Person/s responsible	Dates to complete actions by
Number of storeys	Four	Consider access to lift for anyone necessary	Health & Safety Lead (SBM) Site Manager Inclusion Leader	As required
Entrances	Ground Level Main entrance manned by a member of Office Staff Automatic doors with ramp at hub entrances	Consider automatic doors at Main Office.	Health & Safety Lead (SBM) Site Manager Inclusion Leader Staff	As required
Parking Bays	No parking on school site	Advise of areas around school with accessible parking.	Health & Safety Lead (SBM) Site Manager Inclusion Leader School Office	As required
Ramps	All ground floor building access is same level and does not require ramps  Access to lower playground from Upper Playground	Not applicable  Lift can be used as an alternative if required.	Health & Safety Lead (SBM) Site Manager Inclusion Leader	As required
Lifts	1 x passenger lift accessible to all floors  1 x kitchen lift for use by kitchen staff only	Provide access to passenger lift when and as required.	Health & Safety Lead (SBM) Site Manager Inclusion Leader Office	As required
Corridor access	Wide enough for wheel chair users	Any new builds must ensure wheelchair access	Health & Safety Lead (SBM) Headteacher	As required

Toilets	Two adult disabled toilets (yellow and blue floor)	Consider 'child friendly' suitable disabled toilet access	Health & Safety Lead (SBM) Site Manager Inclusion Leader	As required
Emergency Escape Routes	Personal Emergency Evacuation Plans (PEEP)	Ensure PEEPs are completed accordingly and shared with staff	Health & Safety Lead (SBM) Site Manager Inclusion Leader	Ongoing
<b>Curriculum</b>				
<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person/s responsible</b>	<b>Dates to complete actions by</b>
Outdoor Learning	Outdoor Learning located in the whole school playground, and SAPLING forest school site	Consider access to the site refer to OPAL Play Policy	Health & Safety Lead (SBM) Site Manager Inclusion Leader OPAL Leader	Ongoing
Classroom learning environment	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>KS1 &amp; KS2 – yearly update on new access arrangement guidance</li> <li>Access arrangements for</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Provide appropriate interventions to support those with SEND: Review timetabling</li> <li>Review skills set of support staff</li> <li>Provide training</li> <li>Audit of resources and order appropriate stock.</li> <li>Identify funding streams</li> <li>Review curriculum maps. - DHT</li> <li>Review learning plans for gaps in learning.</li> <li>Review quality first teaching resources and ensure access to all class teachers to support children.</li> <li>Prioritise EDI within curriculum planning - DHT</li> <li>Support teaching support staff with appropriate training and fortnightly meetings.</li> <li>Monitoring activities identified across the schedule contribute to the review</li> </ul>	<p>Inclusion Leader</p> <p>Inclusion Leader and Deputy Head</p>	Ongoing

		<b>1. Annually, SENDCo and DHT check updates on the Gov. Website for</b>		
Training for staff	Specific training to meet and support the needs of the adult/child	Training to be identified and accessed	Inclusion Leader	As required
In class resources	Resources to enable access to the curriculum. E.g. hearing/sight impairment	Ensure resources are in place to best support access to the national curriculum in a mainstream school	Inclusion Leader	As required
Equipment resources (computer access/desk access etc)	Assessment of suitable equipment to support the needs of the adult/child	Ensure resources are in place to best support access to the national curriculum in a mainstream school	Health & Safety Lead (SBM) Site Manager Inclusion Leader	As required
PE & Sports	Assessment of suitable equipment to support the needs of the adult/child	Consider training needs of teachers. Suitable equipment to support access	Health & Safety Lead (SBM) Site Manager Inclusion Leader Class staff	Ongoing
<b>Information</b>				
<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person/s responsible</b>	<b>Dates to complete actions by</b>
Information	Review how information is shared with pupils, parents and visitors with disabilities	Consider accessibility of the school website	Health & Safety Lead (SBM) Inclusion Leader Office	On going
Internal signage	Ensure signage reflects the needs of children and staff	Continue to maintain signage according to children and staff needs	Health & Safety Lead (SBM) Site Manager Inclusion Leader	On going