

Trinity Road Primary School



Trinity Road
Primary School

RESPECT • ACHIEVE • BELONG

Accessibility Plan

Reviewed:	Autumn 2018
By:	Inclusion Leader- Jo Brown
Next Review:	Autumn 2021
Ratified by Governors:	

Trinity Road Primary School - Accessibility Plan
January 2019 – January 2021

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils” issued by DfES in July 2002. The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Trinity Road Primary School’s building is an old building and has stairs to access the second floor. Classrooms are a good size. All public-access rooms, including the front entrance, toilets and halls are on the ground floor, with steps or ramps. There is 1 disabled toilet on the ground floor and one on the first floor. Three of the toilets incorporate rails.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. This Accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of the school and covers the period from Spring 2019 to Spring 2021.

Definition of Disability

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

They have a physical disability or mental impairment

The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

‘Substantial’ means more than minor or trivial

‘long –term’ means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuation conditions).

‘normal day-to-day activities’ include everyday activities such as eating, washing and going shopping

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils and our adult users with a disability

Principles

1. Compliance with the Equality Act is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy.
2. The school recognises its’ duty under the Equality Act
 - I. Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - II. Not to treat disabled pupils less favourably
 - III. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- IV. To publish an Accessibility Plan
3. In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002)
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's rights to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils:
- I. Responding to pupils' diverse learning needs.
 - II. Overcoming potential barriers to learning and assessment for learning for individual and groups of pupils

Information from pupil data and school audit

We currently have a range of children of all backgrounds, needs and abilities including children with asthma, eczema, hearing impairments, ADHD, ASD, allergies, SpLD (Dyslexia), Speech and Language Difficulties and physical disability.

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The Inclusion Leader has an overview of the needs of disabled pupils:
- There are high expectations
- There is appropriate deployment and training of all staff
- Successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities

Actions:

Trinity Road Primary School plan over time to increase the accessibility of provision for all pupils, staff and visitors at the school. The Accessibility Plan will contain relevant action to the following three areas:

- (a) Improving access to our schools' physical environment; adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- (b) Improving access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010 Schedule 10). This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

(c) Improving access to information usually provided in written form to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, text books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time -frame.

Linked Policies:

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

- Curriculum
- Equality information and objectives (including the Single Equality Duty)
- Health and safety (including off-site safety)
- Inclusion
- Behaviour Policy
- School Improvement Plan
- Teaching and Learning Policy
- Touch Policy
- Supporting children with medical conditions

Accessibility Plan

Access to the Physical Environment

Targets What we want to achieve	Tasks to achieve the target	Outcome/Success Criteria	Resource implications	Lead	Monitor/Progress
School is aware of, reviewing and improving the access needs of disabled children, staff and parent/carers	1. Space allowed within all classrooms for manoeuvring of wheel chair, frame or static chair.	Children are able to access and participate in all activities in all rooms around the school.		Inclusion Leader	
	2. Explore possibilities of installing a ramp at the front of the building or relocating the office.	All visitors to the school can access the main office through the front entrance	Cost of ramp/office relocations	Headteacher	
	3. PEEPs to be completed/reviewed annually and action taken as needed	Emergency evacuations show all visitors can exit the building safely and quickly	Cost of aids/resources	Deputy Headteacher (H&S)	
	4. Review Site annually with Physio and OT (and when a new child joins) to ensure yellow lines are repainted as needed, any potential hazards (such as holes in rubber matting) are clearly shown or rectified where possible.	Children with mobility difficulties can safely manoeuvre around the site	Cost of aids/resources	Inclusion Leader	

Access of information to disabled pupils

Targets What we want to achieve	Tasks to achieve the target	Outcome/Success Criteria	Resource implications	Lead	Monitor/Progress
Ensure arrangements are in place to provide learning materials in a variety of formats to meet specific needs of children and their parent/carers	1. Visual stress assessments to be completed for specific, identified children	Coloured overlays to be used by specific children.	Cost of overlays	Inclusion Leader	
	2. Enlarged fonts, A3 worksheets (including KS2 SATs) to be used as needed to meet children's specific needs	Children can access printed information during lessons or tests.	Ordering modified tests.	Teachers Head teacher	
	3. Purchase hearing aid compatible headphones for use in the Computing room	Hearing impaired pupils are effectively supported.	Cost of headphones	Inclusion Leader	
	4. Offer and provide parents signposting to different organisations via newsletters, iPad on front desk, school website	School community report easy access to information.		PSW	

Access to the Curriculum

Targets What we want to achieve	Tasks to achieve the target	Outcome/ Success Criteria	Time & Cost	Lead	Monitor/Progress Achievement
<p>Staff to seek to remove all barriers to learning and participation</p> <p>To ensure total communication methods are of a consistent high quality in classroom practice across the school.</p>	1. School to work with the specialist teacher team (ASD, HI and behaviour) to ensure the best practice is in place in meeting the needs of children with ASD, HI or SEMH difficulties.	Children with specific needs are effectively supported and making good progress.		Inclusion Leader	
	2. Training takes place for TAs around HI, ASD and other specialist provision.	Needs of specific children are met by trained staff.	Training and cover costs	Inclusion Leader	
	3. Develop and review communication methods across the school, such as Makaton, Picture Exchange, Visual timetables, objects of reference, writing with symbols, social communication etc	Children with communication needs are able to access information and communicate their needs across the school.	Resources Training	Inclusion Leader	
	4. Increase staff confidence and skills in planning for children with complex needs	Children are fully included in the Curriculum and receive high quality provision to enhance learning.	Resources Training	Inclusion Leader	

