

Templewood School



Accessibility Policy

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Reviewed by	NM
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ACCESSIBILITY POLICY

TEMPLEWOOD SCHOOL

Under the Equality Act 2010 schools should have an Accessibility Plan. 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,
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Templewood School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Templewood we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) Templewood’s Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Templewood is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) Templewood School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase 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 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 and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Templewood School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Policy
- Curriculum Policy
- School Accident reporting procedures
- Equal Opportunities Policy
- Health & Safety Policy

- Equality Plan
- School Prospectus
- School Development Plan
- Special Educational Needs & Disabilities Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

Accessibility Plan

Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment,**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities and have good access to resources within the school. There are some areas of the school to which disabled pupils have limited or no access at the moment, as we are a Grade II Listed Building. Currently there is no access to the dining room, however, pupils are able to join their peers for lunch in the eating area above/next to the dining hall. Access to the Nurture room is not possible for wheelchair users, however this is not a core teaching area and only a small number of children access this room. In 2015 the School Council agreed the design of a wooden pirate ship on the KS1 playground which can be accessed via a ramp, however, pupils using a wheelchair need to be carried on to the ship itself. In the summer term 2018, permanent ramps were built to allow access up to the KS2 playground and the ICT suite. In addition a semi-permanent ramp was fitted to the Year 3 classroom and door wedges were obtained for the inside of the classroom and ICT suite. A grant was obtained for the purchase of accessible playground equipment to be fitted in Autumn 2018.

Curriculum

Disabled pupils can access most areas of the curriculum at Templewood. If there are any particular challenges, we act quickly to find solutions, such as contacting link schools or health care professionals for support and advice.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a Grade II Listed building. It is one storey but does require stair access to the dining hall. We have a small nursery building adjacent to the KS2 top playground. The Reception classroom has two areas for use; a quieter area for sitting on the carpet and using the IWB and the main classroom separated into EYFS areas of learning. They also have their outdoor area which we have recently updated. The KS1 classrooms have use of an annexe area and open on to the KS1 playground. There is a ramp access into the KS1 corridor from the playground.

Separating the KS1 and KS2 classrooms are the hall, dining hall, offices and libraries. Each KS2 class has an annexe and large corridor. The classrooms have folding wooden doors that can shut the classroom off from the corridor or open to make larger teaching spaces. The main entrance has a ramp with large corridors and foyer area. The only access to the dining hall from this foyer is down steps. There is a disabled toilet in this area with the offices and recently the Year 4 toilets have been adapted to allow for a hoist and bed. Every classroom is fitted with a Soundfield system. Teachers are encouraged to teach throughout the day using the microphone and Soundfield system. We also pride ourselves as a SpLD friendly school and therefore, each teacher is equipped with the knowledge of how to make their classrooms and teaching SpLD friendly.

There is onsite car parking for staff up a slight slope. There are no designated disabled spaces.

5. 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 English Heritage.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target	Strategies	Timescale	Responsibilities	Outcome / Impact
To improve CPD of staff regarding planning for PE, Sports Days and other extra-curricular activities.	Contact link sports teacher from Monkswalk. PE Co-ordinator to research possible activities available at other schools or resources. SENCo to liaise with outside agencies such as Physiotherapy.	Termly – Autumn 2018- Spring 2019	PE Co-ordinator KS2 leader SENCo	Children will feel fully engaged in PE lessons and other extra-curricular activities such as Sports Day.
To provide CPD for TA's so they can fully support pupils with SEN	Plan suitable training. Arrange visits with current settings or home visits.	Ongoing	SENCo SLT	Effective Support provision for pupils with SEND. Impact on provision including teaching and learning for all pupils.
To liaise with Pre-school and Nursery providers to review intakes.	Identify pupils who may need additional to or different from provision for the next academic year.	Yearly	Nursery teacher SLT SENCo	Strong and effective transitions for pupils, staff and parents.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	Comply with the Equality Act 2010 and SEND Code of Practice 2015	Yearly	SLT Governing Body	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents.	Ensure collaboration and sharing between school and families.	Ongoing	Whole school approach	Clear collaborative working approach

	Parent surgery meetings every Tuesday			
To establish close liaison with outside agencies for pupils with on-going health needs e.g. Children with severe asthma, epilepsy or mobility issues.	Ensure collaboration between all key personnel.	Ongoing	Headteachers SENCo TAs	Clear collaborative working approach. Updated and regular reports received and acted upon.
To ensure full access to the curriculum for all children.	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained TAs • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	SLT Governing Body Teachers	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.
To finely review attainment of all SEND pupils.	SENCo/Class teacher meetings/Pupil progress	Termly	SENCo SLT	Progress made towards Assess Plan Do Review

	Scrutiny of assessment system Regular liaison with parents.			targets. Provision mapping shows clear steps and progress made. Case studies to analyse impact.
To promote the involvement of disabled students in classroom discussions/activities. To take account of variety of learning styles when teaching.	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) - Wheelchair access - Screen magnifier software for the visually impaired - Features such as sticky keys and filter keys to aid disabled users in using a keyboard - Elklan / WellComm training for relevant staff - Giving alternatives to enable disabled pupils to participate successfully in lessons - Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target	Strategies	Timescale	Responsibilities	Outcome / Impact
Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SENCo SLT	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Whole school approach	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	Create access plans (PEEP) for individual disabled children as part of Inclusion process and Assess Plan Do Review - Undertake confidential survey of staff and governors to ascertain access needs and make	With immediate effect, to be constantly reviewed	Teachers TAs SENCo SLT	Enabling needs to be met where possible.

	<p>sure they are met in the school and meetings etc.</p> <ul style="list-style-type: none"> - Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 			
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. SEND Information Report.	Annually	SENCo SLT Governing Body	Pupils medical needs will be met effectively.
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> - Arrange interpreters from the RNID to communicate with deaf parents - offer a telephone call to explain letters home for some parents who need this - adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school approach	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.
To improve community links	School to continue to have close links to other settings such as Monks Walk, Thorley Hill, local	Ongoing	Whole school approach	Improved awareness of disabilities/the wider community of Welwyn and the world and their

	community such as Post Office, John Lewis, etc.			need. Improved community cohesion.
To continue to develop playgrounds and facilities.	Funding opportunities granted Discussed possible equipment with parents of disabled children.	Path built August 2018 Awaiting installation of equipment Nov 2018	Whole school approach	Inclusive child-friendly play areas.

Aim 3: To improve the delivery of information to disabled pupils and parents.

Target	Strategies	Timescale	Responsibilities	Outcome / Impact
To enable improved access to written information for pupils, parents and visitors.	Investigate symbol software to support learners with reading difficulties. - Raising awareness of font size and page layouts will support pupils with visual impairments. - Auditing the school library to ensure the availability of large font and easy read texts will improve access. - Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	Ongoing	Whole school approach	Parents, pupils and visitors will be able to access the school environment more confidently and key resources.
To review children's records ensuring school's awareness of any disabilities	Information collected about new children. - Records passed up to each class teacher. - End of year class teacher meetings - Annual reviews - Assess Plan Do Review meetings - Medical forms updated annually for all children	Ongoing	Office SLT SENCo Teachers	Each teacher/staff member aware of disabilities of children in their classes.

	<ul style="list-style-type: none"> - Personal health plans - Significant health problems –children’s photos displayed on staffroom notice board / info kept in separate file in staffroom 			
<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected)</p>	Record keeping system to be reviewed.	Continual review and improvement	Office SLT	Effective communication of information about disabilities throughout school.
Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents’ eve/annual reviews	Ongoing	Teachers SLT	Two way communication in place.
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	Whole school approach	ASD children able to access curriculum.