

Trust Accessibility Plan 2018 to 2021



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Rationale:

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 legislation states 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, and
- (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 Trustees.

TEACH Vision.

Children First

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

The Accessibility Plan is structured to complement and support the school’s Equality Policy, 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.

TEACH Trust 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.

The TEACH Trust Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to each school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant appendices for each school where 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; 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.

Aims

Our Aims are to:

- 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 and parents,

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 each school, we collect information on disability on the admissions forms on entry to school. Should any pupil needs change parents are encouraged to contact the pastoral care team in each school as soon as possible and where necessary a care plan is put into place for the pupil.

Physical Environment

The needs of pupils with disabilities are considered and planned for during the school day, this also extends to extra-curricular activities and off site visits. Pupils with disabilities can access all parts of the buildings.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. When this occurs the teacher and Inclusion leader will make reasonable adaptations to ensure a high level of inclusion is achieved. The pupils may require alternative resources to access learning (ie, ICT access, writing aids, enlarged print) and these will be provided as part of quality first teaching provision.

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

Canford Heath Infant School

The school is a single storey building with wide corridors and several access points from outside. All entrances to the school are flat or ramped and all have wide doors fitted. The building has ramped access into one Early Years classroom and one Year 2 classroom. The majority of other classrooms have flat access. On-site car parking for staff and visitors includes three dedicated disabled parking bays. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are accessible toilet facilities available in the main entrance area. This toilet is fitted with a handrail and a pull emergency cord.

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

Canford Heath Junior School

The school is mostly a single storey building with a first floor for one year group. There are wide corridors and several access points from outside. All entrances to the school are flat or ramped and all have wide doors fitted. To the rear of the building, there is ramped access leading to the Year 5 and 6 classrooms. The rest of the access points are flat. On-site car parking for staff and visitors includes three dedicated disabled parking bays. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are three accessible toilet facilities available in the school. One in the main entrance area, one in Year 4 and one in Year 5. These toilets are fitted with a handrail and a pull emergency cord.

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

Ad Astra Infant School

Ad Astra Infant school is a single storey building with several access points to/from the outside.

Each year group has at least one ramped or flat entrance/exit point. There are accessible toilet facilities available by the Early Years Foundation Stage base & main reception. All these are fitted with a handrail and emergency pull cord.

The school has internal emergency signage and escape routes are clearly marked. Steps are marked with high visibility paint. Each year group has one classroom that has had acoustic alterations to enhance the learning environment for pupils with a hearing

impairment. Alterations have been made to the previously open shared base area in EYFS to reduce noise levels and improve the listening and attention of children with hearing and sensory difficulties.

On-site car parking for staff and visitor includes two dedicated disabled parking bays in the staff car park.

Haymoor Junior School

Haymoor Junior School is a single storey building with several access points to/from the outside.

Each year group has at least one ramped or flat entrance/exit point. These are located in the cloakroom areas or the music room if you are located in the technology corridor.

There is a disabled toilet situated in the main foyer area. This contains hand rails by the toilet and sink along with an emergency pull cord.

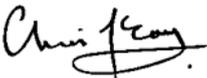
The school has internal emergency signage and escape routes are clearly marked. Steps are marked with high visibility paint. The year group corridors have been previously soundproof with boarding. There is at least 1 classroom in each year group with curtains to improve the listening and attention of children with sensory difficulties.

On-site car parking for staff and visitor includes three dedicated disabled parking bays in the staff car park.

Management, coordination and implementation

- School will consult with external professionals when new situations regarding pupils with disabilities are experienced.
 - The Inclusion Leader will seek information on any new pupils so that their individual needs are carefully planned for and considered, and any reasonable alterations made to the physical environment are made.
 - The Site Team and the Head of School will regularly monitor the school environment and seek external advice and guidance when needed.
 - All teaching staff have a responsibility to consider the needs of all pupils in the class when teaching and planning for activities and off site visits
 - Whole school training will recognise the need to continue raising awareness for staff and Trustees on equality issues with reference to the Equality Act 2010.
 - The Accessibility Plan for physical accessibility relates to the Access Audit of each school (see appendices). 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 Trust prior to the end of each summer term covering each school, and relevant appendices amended.
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- This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Asset Management Plan
 - Behaviour Management Policy
 - Curriculum Policy
 - Critical Incident Support Plan

- Health & Safety Policy
 - Equality Policy
 - School Prospectus
 - School Improvement Plan
 - Inclusion Policy
 - Staff handbook
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- The Trust Accessibility Plan will be published on the school website.
 - The Accessibility Plan will be monitored through the Trust Compliance and Pupil Safeguarding Committee.
 - The school will work in partnership with the Local Authority where appropriate.
 - The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved  February 2018

Written February 2018 – school appendices to be reviewed each summer term but aims to cover the time period till February 2021.
Amended November 2018

Overall Action Plan for Accessibility across the TEACH Trust

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.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre- schools and settings to review potential intake each Sept and for new arrivals throughout the year.	Create inclusion registers to be shared with key staff. Create pupil files with key reports and information. PEEP assessments	Ongoing,	EHT Inclusion Leader HLTA	Procedures/equipment /recommendations set in place for individual pupils.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	Check to ensure that policies comply with the Equality Act 2010 and reflect the Inclusion Policy.	Ongoing/yearly	EHT All subject leaders Inclusion Leader HALO	All policies clearly reflect inclusive practice and procedure
To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel Update care plans on a regular basis New systems of care plans to be implemented	Ongoing	EHT Inclusion Leader Pastoral care Team. Outside agencies HALO	Clear collaborative working approach

<p>To ensure full access to the curriculum for all children.</p>	<ul style="list-style-type: none"> • Thorough risk assessments for off site visits and in school learning activities. • Employment of specialist advisory teachers; • CPD for staff • A range of support staff including trained teaching assistants and a medical teaching assistant • Differentiated and adapted activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy or alternate providers 	<p>Ongoing</p>	<p>Teachers Inclusion Leader External agencies</p>	<p>Advice taken and strategies evident in classroom practice.</p> <p>All children supported and accessing curriculum.</p>
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles/needs when teaching</p>	<p>Within the Curriculum, each school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <p>Wheelchair access</p> <p>Screen magnifier software for the visually impaired</p> <p>Rooms with acoustic alterations to enhance the listening environment for hearing impaired pupils.</p> <p>Features such as sticky keys and filter keys to aid disabled users in using a keyboard</p> <p>Speech and Language support for relevant staff</p> <p>Offer alternative methods of recording to enable disabled pupils participate successfully in lessons</p> <p>Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

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.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment around each school	Each Trust school will take account of 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	SLT Estate Manager Chief Finance Officer EHT	Physical environment is accessible and welcoming.
Ensuring all pupils with a disability are able to be included.	Create access plans/risk assessments for individual disabled children as part of IEP process	With immediate effect, to be constantly reviewed	Class Teachers Inclusion Leader	Pupils included in all activities.
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need support with literacy Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for pupils when appropriate Regular maintenance checks and walk rounds.	Ongoing	Estate Manager	Accidents are rare
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Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school libraries to ensure the availability of large font and easy read texts will improve access. Auditing signage around each school to ensure that is accessible to all. Checking how parents prefer us to communicate information Use of interpreters to support hearing impaired families	Ongoing	Estate Manager Finance Officer Inclusion Leader	Written communication is appropriate for a variety of needs.