



'Knowing each child, growing each child, in God's love'

Tonwell St Mary's CE Primary School

Accessibility Plan

1 John 4:16

*And so we know and rely on the love God has for us.
God is love. Whoever lives in love lives in God, and God in them.*

Date Agreed: September 2020

Review Date: September 2023

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1. Aims, Vision and Values

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school vision and values are:

Knowing each child, growing each child, in God's love

We aim to help each child:

- Develop a love, resilience and independence for learning
- Live life to its fullness and try new experiences respecting Christian and British values
- Be friendly and inclusive to all
- Contribute to our school and wider community
- Choose a lifestyle with healthy bodies and minds

Our vision involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives <i>short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our vision includes our aim that we will be 'inclusive to all' and this includes an inclusive curriculum.</p> <p>Our school offers a differentiated curriculum for all pupils, including teaching and learning activities targeted for whole classes, groups and individuals.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. This is informed by advice of various professionals who work in partnership with the school.</p> <p>Activities are planned with consideration for disabled pupils at the forefront.</p> <p>Our school has chosen to adopt a therapeutic approach to behavior and differentiates in an individual basis to support inclusion of all pupils.</p>	<p>To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils and strategies to support them</p> <p>To audit, assess and develop resources in school to represent children with disability (e.g. dolls, small world, fiction and non-fiction books)</p>	<p>Staff to complete 'Inclusive Classrooms' training</p> <p>Staff to complete training with health professionals for care plans for individual children</p> <p>All staff to complete AET 'Making Sense of Autism' and 'STEPS Therapeutic Behaviour' training on induction with refresher annually</p> <p>SLT to conduct audit of resources with staff and plan for budget implications to ensure resources are in place and visible</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>End of autumn 2020</p> <p>Ongoing/review annually</p> <p>End of spring 2021 and then annually</p>	<p>Staff will have knowledge and training to successfully differentiate and support pupils with SEND with their learning across the curriculum</p> <p>Pupils will be able to see and access resources that represent them and represent the diversity of the world they live in</p>

<p>Improve and maintain access to the physical environment</p>	<p>Our school is all on one level and has 4 entrances that are easily accessible to wheelchair users. The environment is adapted to the needs of pupils as required. There is a disabled toilet available. All doors are visible when shut and accessible at wheelchair height.</p>	<p>To ensure there is easy access to a defibrillator for all people in school, village and surrounding area</p>	<p>Work in partnership with Parish Council to purchase and install defibrillator at accessible height and area of school site</p>	<p>SLT</p>	<p>By end of spring 2021</p>	<p>Defibrillator will be installed and ready for use</p>
		<p>To ensure there is easy access to all entrances to the school</p>	<p>Purchase a moveable ramp for wheelchair access</p>	<p>SLT/admin staff</p>	<p>By end of autumn 2021</p>	<p>Wheelchair users will be able to access all entrances to school</p>
		<p>To ensure there is easily accessible parking available for people with disabilities</p>	<p>Add disabled parking bay to front entrance of school by front gates</p>	<p>SLT/admin staff</p>	<p>By end of autumn 2021</p>	<p>Parking bay will be marked and in use</p>
		<p>To ensure the Forest School is accessible to children with disabilities</p>	<p>Fill in large pond area and replace with small scale pond Purchase new seating Research and purchase equipment for individual children to more fully access Forest School e.g. all in one suit</p>	<p>SLT/Forest School and Science subject leader</p>	<p>By end of summer 2022</p>	<p>All children will be able to access Forest School activities with their classes and its use will enhance their learning</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible and sent in a variety of format. This includes electronic and paper copies of communication, as well as face-to-face communication.</p>	<p>To develop the school's website to ensure that information about SEND is easily accessible and in detail</p>	<p>Website review with LA advisor New member of staff with responsibility for developing website</p>	<p>SLT/finance admin (with responsibility to website)</p>	<p>By end of autumn 2020/ongoing monthly</p>	<p>Parents will be able to easily access a range of information about SEND</p>

	<p>In class, a range of visuals are used to support pupils. For example, communication in print and Makaton signing</p>	<p>To develop communication with parents through SEND parent groups e.g. coffee afternoons</p> <p>To develop a CDP programme to ensure staff have knowledge of how best to communicate with people with sensory or physical disabilities</p> <p>Review internal signage to make it more accessible and inclusive (e.g. braille, wheelchair height, good quality)</p>	<p>Updates made to website at least monthly</p> <p>Reintroduce coffee afternoons for SEND parents. Include visitors/professionals to give talks and share information</p> <p>Access relevant training through DSPL</p> <p>Review signage with H&S governor</p> <p>Budget and resource new signage where needed</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SLT/named H&S Governor</p>	<p>By end of autumn 2020/ongoing half termly</p> <p>Ongoing</p> <p>By end of summer 2022</p>	<p>Parents will give feedback through parent survey that they feel informed and that there is good communication for SEND</p> <p>Staff will have increased knowledge and understanding of how best to communicate and use this in their work with SEND pupils</p> <p>Signage will be installed and inclusive in and around the school</p>
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4. Monitoring arrangements

The link governor for SEND will review progress towards each action as part of the termly governor visits. The link governor will meet with the SENDCo and Headteacher to see evidence of progress.

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

