Accessibility Plan

Policy Monitoring, Evaluation and Review

This policy is effective for all schools within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Revision History:

Version	Date	Author	Summary of Changes:
1.0	18/12/2019	EM	New Trust Template for Accessibility Plan
2.0	19/01/2024	MO	Review of policy. Appendix 2: specialist equipment checklist for schools with DSPs.

Contents

1. Aims

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 aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Thurnby Mead Primary Academy is a welcoming and delightfully happy Academy environment in which pupils thrive and want to do their best.

We want all children to enjoy our Academy, to be challenged to achieve their very best, and to consider their time at the Academy as their own 'learning adventure.' We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Thurnby Mead Primary Academy intends, over time, to increase the accessibility of our Academy for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the Academy curriculum (this includes teaching and learning and the wider curriculum of the Academy such as participation in after-Academy clubs, leisure and cultural activities or Academy visits)

Improving access to the physical environment of academies (this includes improvements to the physical environment of the Academy and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the Academy to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Thurnby Mead Primary Academy is a two-storey building and there are toilets for wheelchair users on the ground floor.

The main entrance to the Academy has ramp access and automatic doors and all internal areas on the ground floor of the Academy are accessible via the main entrance. The outdoor play areas adjacent to the Foundation classrooms are accessible for wheelchair users without a detour. The main Academy to playground is not accessible through a direct route and wheelchair users would have to access via the exit by Foundation stage.

At present we have no wheelchair dependent pupils or members of staff, but we do have one parent who is a wheelchair user.

Current Range of known disabilities:

The Academy has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and academy councilors of the school.

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.

This policy complies with our funding agreement and Articles of Association.

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 *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.*	All classes to be offering a high standard of provision for pupils with additional needs	Quality Assurance Monitoring of curriculum delivery Refinement of foundation curriculum offer in DSP	SLT and subject leaders FN & subject leaders	Termly Summer 2025	Quality of provision is good or better for ALL pupils Curriculum design is bespoke to the needs of our Speech & language and hearing Impaired children who have associated speech and language needs
Improve and maintain access to	*The environment is adapted to the needs of pupils as required.* *This includes:*	Installation of ramp to the DSP garden	Project to be managed	Miley Johnson	September 2024	Ramp is installed effectively

the physical environment	*Ramps* *Wide Corridor* *Disabled parking bays* *Disabled toilets and changing facilities* *Library shelves at wheelchair-accessible height*	Redecoration and creation of a relaxation room	Project to be managed	Fehmida Nurgat & Michelle Woodhouse	September 2024	Relaxation room is established
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* *Internal signage* *Large print resources* *Induction loops* *Pictorial or symbolic representations* *Cued Articulation* *Colourful semantics* *Widgit communication tool* *Makaton* *Soundfield systems*	Whole school awareness building of Makaton signing Use of Widgit communication tool to be rolled out to DSP staff	Weekly assembly Daily use in classes SENDCO introduce Summer 2024	SLT Teachers & TAs SENDCO	On-going July 2024 to be introduced Developed through academic year 2024-2025	Makaton is used by children to communicate with DSP children Staff become confident in using Widgit to support communication in the DSP

Improve signage and external access for visually impaired people	*Our Academy has yellow strip mark edges on steps and clear internal and external signage.* *Children with a visual impairment receive support from the VI team.* *Environmental audits are carried out prior to the child starting the school and adaptations are implemented.* *Training is provided for staff if required.*	Yellow strip mark step edges	Site manager to ensure yellow strip mark edges are visible. These need to repainted when needed.	Site manager	On-going	Visually impaired people feel safe in Academy grounds
Ensure all disabled pupils can be safely evacuated	Emergency and evacuation systems are set -up to inform ALL pupils, including pupils with SEN and disability. PEEPS are in place for those pupils who require one.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties who require one. Develop a system to ensure all staff are aware of their responsibilities	All staff to follow Emergency Evacuation Plans and read PEEPS for key children.	Principal SENCO Site Manager / Academy Manager	As required Each Sept	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility to IT equipment	We ensure all relevant employees are familiar with technology and practices developed to assist people with disabilities.	Alternative equipment in place to ensure access to all hardware Liaise with special needs teaching services	Ensure all IT equipment is working and accessible.	ICT	On-going and as required Software may be required	Hardware and software available to meet the needs of children as appropriate

		on information with regard to the visual impaired and hearing-impaired pupils	Staff to contact the Trust IT helpdesk if required or the relevant agency when they need support.			
Ensure hearing equipment in classrooms is available to support hearing impaired	Staff attend training and liaise with the HIT to ensure they know how to use the appropriate hearing equipment the child is using.	Seek support from LA hearing-impaired service on the appropriate equipment	Implement HI training for staff as and when required.	SENCO	On-going	All children have access to the equipment
All fire escape routes are suitable for all	Emergency Evacuation Plans are displayed in all rooms.	Make sure all areas of Academy can have wheelchair access	Staff to follow Emergency Evacuation plans. Plans to be updated accordingly and information to be shared to all staff immediately.	Site manager	On-going and as required and as appropriate	All disabled staff, pupils and visitors able to have safe and independent exit

4. Monitoring arrangements

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

It will be approved by the Board on behalf of the Trust, and the Principal on behalf of the school.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- 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

Appendix 1: Accessibility audit-

*This table is populated with examples-adapt to suit your setting at **school** level as required.* <mark>For schools with a DSP this audit will be reviewed as part of the trust wide quality assurance process for DSPs. This is due to the specialist nature of the provision and the equipment used. See Appendix 2 for DSP specialist equipment checklist.</mark>

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	General maintenance- daily basis	Site manager and team	Daily
Corridor access	Wide corridor access across the school	Keeping corridors clear so that all children of all needs can access the building	Site manager and team	Daily
Lifts	0	N/A		
Parking bays	Front of school near main office- 4 Front of school near the dinner hall – 3 Disabled	Ensure people are parked in the correct bays	Site manager and team	Daily
Entrances	1 Main Entrance 2 gate entrances	Ensure they are accessible for all	Site manager and team	Daily

Ramps	1 Main Entrance 2 gate entrances	Ensure the ramps are fit for purpose for no obstructions	Site manager and team	Daily
Toilets	2 downstairs (children) 2 upstairs (children) 1 disabled (downstairs) downstairs (adults) Upstairs (adults)	General maintenance- daily basis	Site manager and team	Daily
Reception area	1 reception area on ground level	General maintenance- daily basis.	Site manager and team	Daily
Internal signage	Clear signs	Ensure all signs are clear and with visuals	Site manager and team	Daily
Emergency escape routes	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly	Escape routes for every room with clear signage on how to exit Test the fire alarm weekly Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term	Site manager and team	Daily checks to ensure escape routes are clear Invacuation- every term Evacuation – every term PSM Daily for escape routes, weekly for fire alarm

Appendix 2: Specialist equipment checklist for schools with DSPs

Internal/external area or room checks should include:

1. Finger guards in place.

2. Access control working.

3. Any CCTV in place is working ad stickered to show that persons are being recorded.

4. Radiators and hot pipes are suitable for the environment and not a burn risk.

5. Fixture, fittings & equipment are in a safe useable condition for that age user.

6. Windows have opening restrictors on them.

7. Play equipment is suitable for the age and need of the current users.

8. Suitable risk assessments are in place that cover needs as a whole and individual. These to include as a minimum:

   a. Classroom RA
   b. Open/play area RA
   c. Individual need RA
   d. Activity RA such as cooking/building etc

9. Perimeter boundary off play area/buildings is suitable and does not pose a risk.

10. Suitable Evacuation or Invacuation procedures are in place and practiced for the current users.