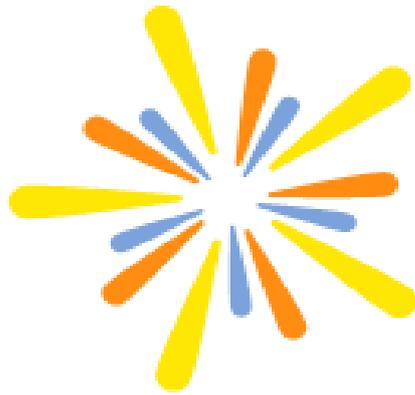


Accessibility Plan 2021-24



Sir Thomas Abney
PRIMARY SCHOOL

Approved by: Sir Thomas Abney Governing Body **Date:**

Last reviewed on: February 2021

Next review due by: February 2024

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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

At Sir Thomas Abney, we aim to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We pride ourselves on being an inclusive school, where we celebrate diversity and difference. We acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum: regardless of age, attainment, ethnicity, language or background. We ensure that the curriculum is personalised to meet children's individual needs.

At Sir Thomas Abney, we welcome and value all children – regardless of any special need or disability - and we strive to deliver a fully accessible social and academic curriculum. We have adapted our systems and structures to ensure accessibility – including our curriculum, our resources and our building. We nurture positive attitudes and shared values towards making our school a more 'inclusive' school. Equally important is our intention to make the school accessible to parents, carers and the wider community in order that they have access to meetings with teachers, social events and extended school activities.

This Accessibility Plan will be made available online on the school website, and paper copies (including large print) 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.

In partnership with the Learning Trust we will consider improved access to the physical environment in all future planning; and the school supports any other 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/carers, staff and governors of Sir Thomas Abney.

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</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>Sir Thomas Abney offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Additional termly progress reviews for those pupils with SEND (see SEND Policy and Information Report)</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</p> <p>The school works in partnership with outside agencies to ensure that</p>	<p>Increase curriculum resources which include examples of people with disabilities;</p> <p>Ensure that those targets set for pupils with disability are appropriate</p>	<p>Liaise with Early Years and Literacy Leads to ensure that books and play-based resources represent disability.</p> <p>Assemblies to include achievements and representations of disability (e.g. Paralympic and Winter Paralympic athletes; Autism Awareness Assemblies; stories of people overcoming adversity; Speech and Language Assemblies); ‘Shine A Light’ regular feature in Assemblies;</p> <p>Monitor SEND targets and outcomes</p> <p>Monitor access to curriculum</p>	<p>SEND and Inclusion Lead</p> <p>SEND and Inclusion Lead</p> <p>SEND and Inclusion Lead</p> <p>SEND and Inclusion Lead</p>	<p>Ongoing</p> <p>Ongoing – ensure at least one assembly per term represents disability</p> <p>Termly (ongoing)</p> <p>Annually</p>	<p>More resources in Early Years and throughout the school represent people with disabilities.</p> <p>Pupils and staff are aware of people with disabilities – and show respect towards those with disabilities (including ‘hidden’ disabilities)</p> <p>Targets for those with SEND are appropriate: challenging, supportive and achievable</p>

	pupils with disabilities can access all aspects of school life (e.g Speech and Language Therapists, CAMHS, OT, Physio Therapists, Drama Therapists; WAMHS)					
Improve and maintain access to the physical environment	<p>At Sir Thomas Abney, the environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps – permanent and portable • Wide corridors • Disabled parking bays • Disabled toilets and changing facilities • Additional rails in toilets (as needed) • Library shelves at wheelchair-accessible height 	<p>To ensure that the environment remains accessible for all</p> <p>To react to the needs of individual pupils and adapt the school environment to ensure that all pupils have equal access.</p>	<p>Accessibility Audit to be carried out annually</p> <p>Risk Assessments to be carried out in the event of any changes to pupils' ability to access the environment; and if their safety or mobility is compromised.</p>	<p>Inclusion Lead and Premises Team</p> <p>Inclusion Lead and Premises Team</p>	<p>Ongoing</p> <p>As required</p>	All stakeholders are able to physically access the school environment
Improve the delivery of information to pupils with a disability	<p>At Sir Thomas Abney, we use a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Makaton • Communication in Print resources • Communication Keyrings 	<p>Ensure training of Early Years staff on Makaton and Communication in Print</p> <p>Annual Review of Speech and Language Provision</p>	<p>Ongoing training – in class through model Speech & Language Makaton sessions</p> <p>In consultation with SaLT service</p>	<p>SENCo, Inclusion Lead and SaLT team</p> <p>SENCo, Inclusion Lead and SaLT team</p>	<p>Ongoing</p> <p>Annually: Summer Term</p>	<p>All EYFS staff are trained in Makaton;</p> <p>Makaton is used to facilitate communication for all pupils</p> <p>Speech and Language Provision remains a strength of the school;</p>

	<ul style="list-style-type: none"> • Use of Speech and Language expertise • Large print resources (bespoke) • Pictorial or symbolic representations • Visual timetables • Visual prompts for instructions and information 	<p>Review use of visual timetable in classrooms</p> <p>Review Internal signage</p>	<p>As part of SEND Learning Walk; provide training and resources to class teachers and TAs as required;</p> <p>Audit internal signage for both pupils and visitors</p>	<p>Inclusion Lead and SENCo</p> <p>Inclusion Lead and Premises Team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>pupils' communication needs are met;</p> <p>Teachers provide clear instructions during lessons;</p> <p>All classrooms use a visual timetable; pupils are able to say what they will do next;</p> <p>All internal signage is clear and accessible</p>
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4. Monitoring arrangements

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

Any updates will be approved by the Governing Body of Sir Thomas Abney Primary 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
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy

Appendix 1: Sir Thomas Abney Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storeys - complete wheelchair access to the ground floor.	None	-	-
Corridor access	All ground floor corridors are accessible by wheelchair and they have sufficient width for passing.	Keep corridors clear of large furniture or obstructions	Site Manager	Ongoing
Lifts	None	None planned for the foreseeable future: pupils requiring wheelchair access have had needs met on the ground floor	-	-
Parking bays	Two disabled parking bays, with ramped access to the main Reception and office area	Meets legal requirements; ensure that access route remains clear at all times;	Site Manager	Ongoing
Entrances	All entrances on the ground floor can be access by a wheelchair	Ensure that buzzers are at wheelchair height	Site Manager and Inclusion Lead	Ongoing

Ramps	Permanent ramps in place to ensure full access to ground floor	Ensure that portable ramp is available if needed for wheelchair access to outside classroom porch doors	Site Manager and Inclusion Lead	As required
Toilets	Fully accessible disabled toilet on ground floor	Additional hand rails installed to other toilets (bespoke)	Site Manager and Inclusion Lead	As required
Reception area	Access to Reception areas is accessible – but counter area is too high for wheelchair	Ensure that staff use the lower portion of counter for wheelchair users; Review longer term accessibility of office area	Inclusion Lead and Office Manager SLT, Admin and Premises team	As part of ongoing staff training
Internal signage	Fire and safety signage clear and in place. Very little other internal signage – does not currently include symbols or increased contrast	Review internal signage to see what is needed and ensure that it is accessible and useful for pupils and visitors;	Inclusion Lead and Premises Team	Ongoing
Emergency escape routes	All ground floor escape routes are wheelchair accessible	Bespoke PEEP (Personal Emergency Evacuation Plans) put in place for disabled or vulnerable people; or those who need additional support	Health and Safety Officer (CW)	As required