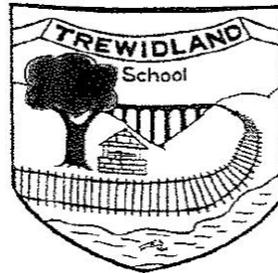


Trewidland Primary and Pre-School Accessibility Plan 2022 – 2025



In accordance with The Equality Act 2010, Section 10 and the Disability Discrimination (Prescribed Times and periods for Accessibility Strategies and plans for schools (England)) Regulations, 2005.

Review frequency: **Every three years.**

Approval: **Governing body.**

Date of approval : **March 2022**



What is an Accessibility Plan?

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable. According to the Department of Education advice document “Statutory Policies for Schools” Sep 2014 all maintained schools or those belonging to an academy trust, must hold a written Accessibility Plan, to be published and reviewed every 3 years.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting’s environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Formation of the plan

This plan for Trewidland Primary and Pre-school has been produced following an audit of our current accessibility using Cornwall Council's document "Accessibility Audit Tool for Educational Settings" produced in 2018. The audit tool leads through a series of questions surrounding our schools current accessibility of the physical environment, curriculum and written information and advice. Through the audit tool, we have also carried out a Detailed Physical Access Check List and this has helped to form the physical environment section of the plan.

Upon completion of the audit we have been able to highlight areas for improvement and development which form this 3-year plan. It is therefore suggested that at the end of this plan date, in 2025, a new audit is undertaken and at regular 3-yearly intervals after that alongside the review of the plan date.

Increasing Access for disabled pupils to the school curriculum

- Ensure access to computer technology (including tablets) is appropriate for pupils with disabilities as shown in ICT plan.
- Reflect identified areas of need in lesson planning and delivery and allocate time for staff to plan individual learning.
- Ensure inclusivity in after-school clubs such as music, P.E by using clear communication with our learning partners on individual child needs (e.g. communicating appropriately with Arena who provides after-school sports learning).

Improving access to the physical environment of the school

- A number of improvements are proposed over the next 12-18 months to help to improve the physical accessibility of the school. These factors will include level access to the preschool classroom, better use of signage and improved car parking for those with mobility issues (See additional list of Access Improvements 2019 to be read in conjunction with this plan.)
- As and when the need arises; if a new pupil with an SEND need joins us at Trewidland, we will take all steps necessary to improve access even further and working closely alongside agencies and parent/carers to ensure the physical needs of the pupil are met.

Improving the delivery of written information to disabled pupils

- Ensuring all written information is given in appropriate formats for individuals such as homework and projects set by class teachers, reading plans and assessments.
- Good communication with parent/carers of disabled pupils necessary by offering additional parent consultation time, handouts for school trips in advance, a home-to-school book where notes can be made sharing vital information between home and school.
- Offering alternative types of written information for the school community as a whole such as large-print newsletters if required. Consulting further with other agencies if a need arises for written information to be produced in other languages and moving this forward to become part of the normal processes.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

This accessibility plan is closely monitored by the Governing body. The aim is to highlight these areas for developing the school further and allocating capital funding as required through the SMART trust finance officer.

Accessibility Action Plan

Compliance with the Equality Act 2010					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All staff to be made aware of the requirement of the Equality Act 2010 in educational settings.	Circulate to staff and ensure they sign the document.	Head	Short term	By end of Summer term 2023	Equality Act 2010, Easy Read guide.

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
A number of improvements are proposed over the next 3 years to help to improve the physical accessibility of the school. These factors will include level access to the preschool classroom, better use of signage and improved car	<ul style="list-style-type: none"> - Ramp access to preschool. - Ramp access from front entrance/reception down to the preschool fence (currently two steps). - Better external lighting and to provide new lighting to new car park area at top of playing field - Mark out minimum 1no. disabled parking bay to front of school. 	Head & Governors	Long term	A works programme to make these improvements will be drawn up supported by Premises Governor. Monitored through the School	<i>If the need arises sooner for a disabled pupil these actions can be bought forward.</i>

parking for those with mobility issues.	<ul style="list-style-type: none"> - Handrail at least one side of internal steps between staff room and lower part of school (600mm height for children). - Internal doors to class 2 & preschool to be provided with vision panel and/or replaced with doors with vision panels and improved door furniture. - Lighting improvements to be made in areas of low-level lighting such as library. - Induction loop system to be installed in reception and other rooms where necessary. 			Development Plan.	
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Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure inclusivity in after-school clubs such as music, P.E by using clear communication with our learning partners on individual child needs (e.g communicating appropriately with Arena who provides after-school sports learning, Wildtribe leaders etc).	Where necessary, if a child has SEND needs, outside agencies such as those we may use for extracurricular clubs should be made aware of the child's needs through suitable confidential communication. Use of EHCP sharing and SEN Individual Education Plans if helpful. Use of pen portraits to exchange information. Keep a log of pupils that attend all afterschool clubs.	Staff in charge of managing after-school club/ Head	Long term	To start asap and continue long-term	After school clubs monitored for numbers – (weekly log of those attending sessions) and all sessions actively promoted via communication with parents. Staff leading sessions are made fully aware of any individual needs and normally supported by a member of Trewidland staff.

Access to information advice and guidance - statutory
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Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>Ensuring all written information is given in appropriate formats for individuals such as homework and projects set by class teachers, reading plans and assessments.</p>	<p>Individual child's needs reviewed through SEN support and appropriate formats will be highlighted. Class teachers and staff to be aware of the needs for all written information.</p>	<p>All staff, Head</p>	<p>Long term</p>	<p>To start asap and continue long-term</p>	<p>individual needs regularly reviewed by members of staff and SENDCO</p>
<p>Good communication with parent/carers of disabled pupils necessary by offering additional parent consultation time, handouts for school trips in advance, a home-to-school book where notes can be made sharing vital information between home and school.</p>	<p>Create home-to-school journal/notebooks for children with SEND need as a way of keeping communication between parents/carers and school staff. Use regular meetings with parents and discuss how they would like to be made answer of trips, after school clubs etc.</p>	<p>All staff, Head</p>	<p>Long term</p>	<p>To start as required and continue long-term</p>	<p>This is needs to reflect individual needs and the needs of the families.</p>