



Tatworth

Primary School

ACCESSIBILITY PLAN 2021-24

Ratified by:	Full Board of Directors
Date:	14 October 2021
Agenda Item	5.1
Signed by the Chair	<i>Pamela Macfarlane</i>
Next Review:	Autumn 2024

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REVIEW HISTORY

Autumn 2021	Total revamp
14 February 2022	Action Plan updated following Full Board of Directors meeting on 10 February 2022

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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:

- Improve the physical environment of the school to enable all children to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to all members of our community

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.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We intend our school to be as inclusive as possible so that all children have equal access both to the curriculum and school facilities.

Staff Training

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

We have a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEND issues such as speech and language, dyslexia, ADHD etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Examples of recent training includes:

- Individual Literacy Intervention (ILI)
- National Award for SENCOs, a post graduate qualification
- Sensory Needs Training
- Impulsive/ADHD support

- THRIVE
- Attachment and trauma
- Catch-up maths,
- Intimate care,
- NELI

Collaboration

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

Provided by the Local Authority but delivered in school:

- Educational Psychology Service
- Learning Support Service
- Language & Communication Team
- PIMS
- Sensory Service for children with visual or hearing needs

Provided by the Health Service but delivered in school:

- School Nurse
- Integrated Therapy Service (Speech, Occupational Therapy and Physiotherapy)

Other External Support:

- CAMHS (Child and Adolescent Mental Health Services)
- Family Intervention Service

Our Accessibility Plan has been developed and drawn up based upon guidance supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon to the Board of Directors annually in respect of progress and outcomes.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. It was updated and presented to the Board of Directors on 10 February 2022

TATWORTH PRIMARY SCHOOL – ACCESSIBILITY ACTION PLAN				
Target	Strategy	Outcome	Timeframe	Achievement (updated and presented to the Board March 2021)
Improve signage for routes & directions around school	To have clear routes around school ensuring children can move around quickly and safely	Smooth movement of children around school. All fire signs are redirected to the field playground.	April 2019	Fire route signs have been put up.
To explore ICT and technology to support with literacy and spelling	School to make itself aware of technology to use in the classroom to support Word work and spelling.	Children able to access electronic equipment to explain word meanings and spellings of words. Use of I-Pad Apps and spell-checkers.	Ongoing	Spellingframe program used across all NC classes year 1 to Year 6.
Improve ventilation in the library area	To have a system of moving air around the shared computer suite and library. This may require need some of the windows to open in the glass ceiling or investigate air conditioning or improvements to the fan system already in place.	There is a flow of air in the shared area.	July 2020	Ventilation is presently being provided by open doors out through double doors by toilets. Only essential adults allowed on site and with limited funds for maintenance and building work this action point is still only at the investigation stage.
EYFS children to have access to climbing equipment to fulfil the statutory guidance.	To have a separate climbing area near to the Reception classroom so that children can access climbing during child initiated activity time.	A climbing station is erected in the Reception playground	July 2019	New climbing equipment was erected in Summer 2019. This has been checked by County and passed. The climbing equipment can be accessed by Reception at any time

				during the day and by KS1 children at break times.
Children to have access to an active learning space during wet play or when children are unable to access the outdoors	To convert specific internal spaces to have dual purposes and allow children to move and be active. To erect sails or canopies to have a greater amount of external covered spaces.	Children can still be active when access to the outside is restricted.	July 2020	Court yard area now completely covered. Indoor corridor flooring changed to allow for active instructions. Climbing wall added to the hall as part of more active provision during wet play. July 2020
Children and staff to have access to a sensory space for wellbeing and relaxation	To create a wellbeing garden at the front of the school so that the area can be restricted to small groups of individuals.	Staff have a quiet zone to recoup during the school day. Children have a sensory area they can access to help them regulate	July 2020	Front of school wellbeing garden initial work completed. Seated area created and quiet area for outside meetings or relaxation. July 2020. Raised bed and hanging garden also completed along with 'things that make us happy' wall Autumn 2021
Children and families to have access to support both at home and school for emotional and social development	To train a Thrive practitioner in school	Parents and/or staff can complete Thrive assessments and create action plans that can support family life at home, whole-class emotional literacy work at school and/or individual emotional/social support at school.	Training is over a number of months to be completed by Summer term 2020	Thrive course undertaken by Leanne Henley 2019-2020 and completed October 2020 due to final tasks delayed due to Covid.
Sensory garden, within wellbeing garden to be created. Along with outside theatre.	To better support wellbeing and mental health of all children and adults. To raise awareness of local environment issues and ways of supporting.	Front of school to be inviting and to be a safe and quiet area for adults and children. To plant plants to support and encourage butterflies	April 2021 to July 2021	Some delay to redevelopment due to Covid restrictions on contractors and awaiting confirmation of funds from Parish Council. Hope to finish

	Allowing pupil voice, through Eco-warriors to have an area to develop and manage.	and bees. To create a living wall.		garden July 2021. Some planting has taken place but hanging garden to be planted spring 2022.
To have improved communication between home and school.	To use different methods of social media and internet connectivity to engage and communicate with all parents and carers.	Better engagement from parents and carers. Improved relationships and better accessing of information for all families	September 2021	SEND Forum termly Parent Forum termly
To provide a progressive and ambitious curriculum across all subjects so that it builds on previous learning	Whole school focus to improve connectivity of skills and knowledge of each subject across the school. To have a curriculum which builds on previous learning and embeds learning to long term memory.	Whole school approach and links across subjects. Identified themes followed through EYFS, KS1 and KS2.	September 2021	Curriculum 21 launched in September 2021. Monitoring and review ongoing.
To support all writers to write fluently by identifying handwriting needs and addressing with	To address barriers to writing through a comprehensive and structured handwriting plan and policy. To create an intervention to support those learners who handwriting is not fluid and which restricts pace or clarity.	Whole school approach to the teaching of specific fonts at different stages of development leading to cursive writing in KS2.	July 2022	Autumn term 2021, daily focus time on handwriting in each year group. Autumn term, identification of any learners across the school who may need intervention. Spring term 1:3 small group intervention.

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 Full Board of Directors.

5. Complaints

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. If you have concerns about your child's SEND provision or progress please refer to our SEND Policy.

6. 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 and policy
- First Aid and medicines (including supporting pupils with medical conditions) policy
- Behaviour for Learning Policy
- Critical Incident Plan
- School Development Plan