



Curiosity, Courage, Compassion

'A community learning together in God's love'

Thundridge and Tonwell St Mary's Church Schools' Federation

Accessibility Plan

(Tonwell St Mary's)

Date updated: September 2022

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:

'A community learning together in God's love'

Curiosity, Courage, Compassion

Our federation is a community where each person is known and valued. We are ambitious for all to develop our three Cs, as well as Christian and British values.

We aim to enable everyone in our school community to:

Be interested to develop a love and independence for learning and be ready to try new things.

Be brave enough to make mistakes, have a go at challenges and try again.

Be kind showing respect and care to all.

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 <u>schedule 10 of the Equality Act 2010</u> 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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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 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 vision includes our aim that we will be 'inclusive to all' and this includes an inclusive curriculum. Our school offers a differentiated curriculum for all pupils, including teaching and learning activities targeted for whole classes, groups and individuals.	To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils and strategies to support them To audit, assess and develop resources in school to represent children with disability (e.g. dolls, small world, fiction and non-fiction books)	Staff to complete 'Inclusive Classrooms' training Staff to complete training with health professionals for care plans for individual children	SLT	End of autumn 2020	Staff will have knowledge and training to successfully differentiate and support pupils with SEND with their learning across the curriculum
	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. Activities are planned with consideration for disabled pupils		All staff to complete AET 'Making Sense of Autism' and 'STEPs Therapeutic Behaviour' training on induction with refresher annually	SLT	Ongoing/review annually	
	at the forefront. Our school has chosen to adopt a therapeutic approach to behavior and differentiates in an individual basis to support inclusion of all pupils.		SLT to conduct audit of resources with staff and plan for budget implications to ensure resources are in place and visible	SLT	End of spring 2021 and then annually	Pupils will be able to see and access resources that represent them and represent the diversity of the world they live in

Improve and maintain access to the physical environment	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.	To ensure there is easy access to a defibrillator for all people in school, village and surrounding area	Work in partnership with Parish Council to purchase and install defibrillator at accessible height and area of school site	SLT	By end of spring 2021	Defibrillator will be installed and ready for use
	All doors are visible when shut and accessible at wheelchair height.	To ensure there is easy access to all entrances to the school	Purchase a moveable ramp for wheelchair access	SLT/admin staff	By end of autumn 2021	Wheelchair users will be able to access all entrances to school
		To ensure there is easily accessible parking available for people with disabilities	Add disabled parking bay to front entrance of school by front gates	SLT/admin staff	By end of autumn 2021	Parking bay will be marked and in use
		To ensure the Forest School is accessible to children with disabilities	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	SLT/Forest School and Science subject leader	By end of summer 2022	All children will be able to access Forest School activities with their classes and its use will enhance their learning
Improve the delivery of information to pupils with a disability	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.	To develop the school's website to ensure that information about SEND is easily accessible and in detail	Website review with LA advisor New member of staff with responsibility for developing website	SLT/finance admin (with responsibility to website)	By end of autumn 2020/ongoing monthly	Parents will be able to easily access a range of information about SEND

To develop communication with parents through SEND parent groups e.g. coffee afternoons	Updates made to website at least monthly Reintroduce coffee afternoons for SEND parents. Include visitors/professionals to give talks and share information	SENDCo	By end of autumn 2020/ongoing half termly	Parents will give feedback through parent survey that they feel informed and that there is good communication for SEND
To develop a CDP programme to ensure staff have knowledge of how best to communicate with people with sensory or physical disabilities	Access relevant training through DSPL	SENDCo	Ongoing	Staff will have increased knowledge and understanding of how best to communicate and use this in their work with SEND pupils
Review internal signage to make it more accessible and inclusive (e.g. braille, wheelchair height, good quality)	Review signage with H&S governor Budget and resource new signage where needed	SLT/named H&S Governor	By end of summer 2023	Signage will be installed and inclusive in and around the school

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