



**Trevisker**  
Primary School



# Accessibility Plan

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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# Accessibility Plan

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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

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 providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and maintaining a culture of awareness, tolerance and inclusion.

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.

## 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>All the teachers in Trevisker Primary School are teachers of children with Special Educational Needs &amp; Disabilities. As such, Trevisker Primary School adopts a 'whole school approach' to special educational needs &amp; disabilities, which involves all the staff adhering to a model of good practice. The National Curriculum will be delivered to all pupils, with appropriate differentiation in place. Where pupils have special educational needs &amp; disabilities a graduated response will be adopted. The curriculum will be appropriately differentiated to meet the needs of all pupils with disabilities with additional and different provision applied as appropriate.</p> <p>The curriculum is reviewed on a termly basis to ensure it meets the needs of all pupils.</p>	Continuing CPD for teachers on differentiating all aspects of the curriculum including planning for all trips/outings.	<p>Audit of teachers training needs in their understanding of a range of SEND.</p> <p>Referral to external agencies for staff training where appropriate.</p>	SLT SENCO	July 2023	<p>All pupils achieve their potential and are fully included in school life. Pupils who have challenges in producing written work are still able to demonstrate their knowledge and understanding in all areas of the curriculum.</p> <p>All teachers' practice in delivering a differentiated curriculum. This is always judged as at least good, if not outstanding.</p> <p>Completed</p>
Improve and maintain access to the physical environment	<p>Trevisker Primary School constantly strives to improve the accessibility of the physical environment that will be adapted to the needs of the current pupils.</p> <p>This includes:</p> <p>Adaptations to classrooms physical environment for pupils with a range of SEND e.g. sensory equipment.</p> <p>Liaising with the OT and Physio Service to ensure pupils with mobility/sensory needs have access to appropriate seating and other aids throughout the school day and at relevant after school clubs:</p>	<p>Review of current accessible WC and changing facilities.</p> <p>Checking acoustic qualities of classrooms and all learning spaces.</p> <p>Survey of all doors to ensure accessibility to teaching spaces.</p> <p>Review of car park facilities and numbers of parents requiring a disabled car space &amp; visitors to the school</p>	SENCO to liaise with Estates Manager to plan with LA auditors to the Academy for specialist equipment.	SLT SENCO Estates Manager	July 2023	<p>All pupils with physical/sensory impairments are able to access all external areas safely.</p> <p>Pupils with hearing impairments are able to access learning in all internal areas of the school.</p> <p>Pupils requiring a respite space are able to do so throughout the school day.</p> <p>completed</p>

	Provision of a quiet space for pupils requiring time out of the classroom Disabled parking bays	Check provision and equipment of alternative to quiet space i.e. tents/temporary dens etc. for pupils requiring respite space				
Improve the delivery of information to pupils with a disability	Trevisker Primary School uses a comprehensive range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Use of IT and alternative communication methods Pictorial or symbolic representations	Ensuring consistency and updating of signage and visual symbols throughout the school setting.  All curriculum resources are available in formats for visually impaired pupils including access to IT programs.	Audit of all visual representation and signage throughout the school.  Review of all provision for pupils with a hearing impairment and considerable of whether additional equipment is required.  Review all current Academy publications and promote the availability in different formats for those that require it.	SLT SENCO IT Manager	May 2023	Completed

#### **4. Monitoring Arrangements**

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be approved by The Local Advisory Board and the Head of School/Executive Headteacher.

#### **5. Links with other policies**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality and diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- SEND Information Report
- Academy Improvement Plan
- Asset Management Plan
- Academy Prospectus and Mission Statement
- Creative curriculum

#### **6. Accessibility Audit**

The Accessibility audit is carried out in conjunction with the annual Health and Safety Audit, including all objectives within this Accessibility Plan. A complete Accessibility audit of all schools with the MAT is planned by the Facilities Manager.