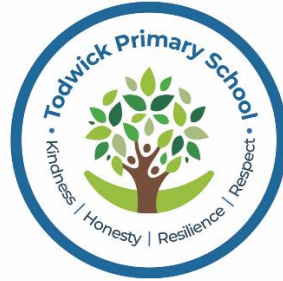


# Todwick Primary School Accessibility Plan

## November 2024



### Aims

Todwick Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

### 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 longterm 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. Schools are required under the Equality Act 2010 to have an accessibility plan.

### ***The Todwick Primary School Accessibility Plan will:***

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
3. Improve the availability of accessible information to disabled pupils

The Albion Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Behaviour policy
- School improvement plan
- Health and Safety
- Administering medicine policy

The Todwick Primary School building is fully DDA compliant and in line with building regulations at 2017.

### Increasing Access for disabled pupils to the school curriculum

<b>Target/issue</b>	<b>Lead person</b>	<b>Strategy/action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success criteria</b>
Effective communication and engagement of parents	SENDCo Headteacher	Termly review meeting with parents and carers.  Parent coffee mornings/ workshops  Annual EHCP reviews  Open classrooms	Allocated time	Termly	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDCo Headteacher	-Epi pen and asthma training -Policy for medicine and medical conditions to be updated -Training from outside agencies e.g EP, Specialist Inclusion Team -Regular staff meetings on SEND support e.g scaffolding, emotion coaching, Autism e.t.c	Staff meeting TA training	Annually	All staff are training and potential barriers are foreseen then removed before a problem arises Training is planned and attended by adult. Support is listed on a SEND support plan.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo Headteacher	-I pads / computing programmes e.g Clickr8, dyslexia aid app available to support children with difficulties -Sloping boards for children with physical disabilities -Coloured overlays or coloured paper for children with visual difficulties or dyslexia -Use of wobble cushions, weighted blankets -Pencil grips etc -Visual supports where needed	-Audit of equipment and needs -Staff training on when to recognise or how to use them -Cost of resources	Annually /ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Appropriate use of intervention and their success and impact on progress	SENDCo Headteacher SLT	-SLT to review interventions for impact and progress termly during progress and provision meetings	-Termly data checks and assessment - Birmingham toolkit ladders	Termly	Good progress in all children

		-Birmingham toolkit used to assess small steps of progress in pupils with SEND			
Curriculum resources include examples of people with disabilities	SENDCo Headteacher SLT	SEND Resources to be audited for examples and new resources bought if required	-range of resources -monitoring of resources used	On going	Resources which reflect all types of disabilities
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Head teacher SLT	Risk assessments will be undertaken where appropriate. Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	On going	Increased access to the extra-curricular activities for all pupils with SEND.

### Improving access to the physical environment of the school

Target/issue	Lead person	Strategy/action	Resources	Timescale	Success criteria
Provision of wheelchair accessible toilets	Site manager Headteacher	Maintain wheelchair accessible toilets with clinical bins	Maintenance costs	In place and can be cleared if needed	School will be fully accessible for a wheelchair user
Access into and around school and reception to be fully compliant	Site manager Headteacher	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and on going	School will be fully accessible for a wheelchair user
Improvements to help the visually impaired	Site manager Headteacher	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	On going	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	Site manager Headteacher	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable. Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	Site manager Headteacher	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	On going	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Site manager Headteacher	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	On going	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Site manager Headteacher	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	On going	People with disabilities can move safely around the school

## Improving the delivery of written information to disabled pupils

Target/issue	Lead person	Strategy/action	Resources	Timescale	Success criteria
Availability of written material in alternative formats	Head teacher SENDCo	Provide translated documents where appropriate	Contact details and cost of translation / adaptation	On going	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairments	Head teacher SENDCo	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate. Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	On going	Pupils able to access all school documentation