

# TADWORTH PRIMARY SCHOOL



## ACCESSIBILITY PLAN

**SPRING 2020-2023**

NB The term 'parent' also includes carers and guardians

# Tadworth Primary School - Accessibility Plan – 2020-2023

## Introduction

The school recognises its duty under the DDA (as amended by the SENDA):

- not to treat disabled people less favourably
- to take reasonable steps to avoid putting disabled people at a substantial disadvantage
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- to publish an Accessibility Plan

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## Purpose of the Plan

This plan shows how Tadworth Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

There have been a number of significant additions/alterations to the school environment (2014 – 7) including the creation of two disabled parking bays in our staff car park; the addition of a number of ramps in and around the school and the recent extension of a disabled toilet, with changing facilities and shower in the annex building. Currently the Years 3, 4 and 6 classrooms are upstairs and therefore not accessible to persons in a wheelchair/unable to walk up/down stairs however we are able to make alternative arrangements where necessary.

## Methodology

The Accessibility Plan has been compiled by the SENCo in close consultation with the Headteacher, Bursar and the link governor for SEN. The plan has been considered by existing parents in our community of children with disabilities and adults associated with the school who have a disability.

**Key Objectives:**

- To increase access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school trips/visits)
- To make the school more accessible to disabled pupils, staff and parents, including those affected on a short term basis – for example, if the use of crutches or a wheelchair is required for a fixed period

**Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office (which can be enlarged upon request)
- A copy of the plan can be posted to a family if they are unable to access either of the above options

**Review and Evaluation:**

The plan is valid for three years 2020-23. It is reviewed annually.

**Access to the physical environment**

Target/Issue	Action required	Timescale	Resources and responsibility	Outcome
Ensure all works completed on the premises reflects the needs of disabled users	Eg. DDA compliant, handles/vision panels at suitable heights	Ongoing as per project/according to School Development Plan	Bursar Site Manager	All changes to the premises reflect the needs of disabled users
To be aware of the access needs of disabled children, staff, governors and parents, carers	To create access plans/Risk Assessments/Personal Evacuation Plans for individual disabled children  To ensure parents, staff, visitors and governors can access key areas of the school eg. those used for meetings, ask for feedback with regards to any	As required	Site Manager Bursar SENCo	Individual plans are in place for disabled pupils and all necessary persons are aware of pupils' needs. Parents/staff/visitors/governors continue to have full access to all areas of school (The computing suite and Years 3, 4 and 6 are on the second floor

	problems with access to any areas of the school – ask for feedback from parents of children with disabilities and from parents with disabilities			so not accessible to wheelchair users/people unable to walk up/down stairs. We are able to make alternative provision for classrooms by switching Year groups with ones currently on the ground floor).
Possibility of eg. shrubs obstructing pathway or interfering with wheelchair access	Site manager to monitor regularly and ensure removal of obstructions to footpaths Liaise with parents to help identify any pathways around the school that are difficult to access	Annual check	Site Manager Bursar	Footpaths/gateways etc. are kept clear and there are no obstructions for disabled users
Everyone has access to school via the front door – especially for access during the school day when the side gates are closed + locked	Investigate feasibility of a ramp leading up to the front entrance of the school	Feasibility assessment was completed but a ramp would impact on access to other users eg. delivery drivers so access remains via side gates at present	Site manager Bursar	Disabled users can access/exit the school via the front door more easily, during the school day eg. if leaving to go to an external appointment
Everyone continues to have access to the school site when building works commence to replace the Annexe building June 2020	Site plan to show how parents/children/visitors can access school/car park and where construction workers will access the premises. Any re-routing of access points need to ensure accessibility for all.	June 2020 to April 2021/June 2021	DfE/Surrey CC team working on project Headteacher Bursar Site Manager	Everyone can access the site when the construction works have started. The site is safe and free from hazards.

**Access to the curriculum**

<b>Target/Issue</b>	<b>Action required</b>	<b>Timescale</b>	<b>Resources and responsibility</b>	<b>Outcome</b>
<p>Ensure all persons are fully aware of disability issues</p>	<p>Review staff training as necessary</p> <p>Look to ensure that our curriculum is as 'inclusive' as possible with a particular focus, initially on PE and sports which include all children – liaise with Physical and Sensory Support for training opportunities</p> <p>Carefully differentiated tasks should be planned for lessons and homework</p> <p>Develop links with a special school where appropriate</p>	<p>Ongoing</p>	<p>SENCo and identified class teachers</p> <p>SENCO to liaise with external professionals who can support staff and pupils as necessary</p>	<p>Staff prepared and informed about how best to meet individual needs</p> <p>All children engaged and included in learning</p>
<p>Consider and carefully plan for transition for any pupils with SEND from Rec to KS1, KS1 to KS2 and KS2 to Secondary Schools</p>	<p>Consideration of available rooms, the use of which may need to be changed to maintain inclusive practices (use of Green Room for Year 3 and 4; use of downstairs Year 5 classroom for Years 5 and 6)</p> <p>Clear plan which will show: who is informed when of any changes; adequate time is given to making any necessary changes to the locations</p>	<p>Ongoing</p>	<p>SENCo, Bursar, Governors, Advice from external professionals as necessary (e.g. PSSS)</p>	<p>Children who join TPS with SEND or who may during their time at school develop SEND are able to stay until Year 6</p> <p>Transition points are managed smoothly.</p>

	<p>(including any refurbishments which will be necessary).</p> <p>Close liaison and information sharing within school for children as they move through the school and with their next setting. This may include – taster days; visits with an SNA</p>			
<p>To ensure the school continues to develop children's awareness of disability.</p>	<p>Ensure there are learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Assemblies will, at times, focus on disability (linked to our Values of the Month). E.g. Anti-bullying week.</p> <p>Continue to look to invite people with disabilities to speak to the children (e.g. Will Bailey – Paralympian)</p> <p>Year 5 to maintain link with The Children's Trust</p> <p>Charity link – RettUK or another charity linked to disability to be maintained</p>	<p>Ongoing</p>	<p>All teachers who lead assemblies</p>	<p>People with disabilities are seen in a positive light.</p> <p>The children are educated with regards to equality and how to manage disability</p>
<p>Trips and Visits – all school trips (including Residential trips where</p>	<p>Staff to plan trips/visits which will be accessible for their whole year group</p>	<p>Ongoing</p>	<p>Class teacher Educational Visits Coord. Special Needs Coordinator</p>	<p>Children with SEND are not excluded from activities or reasonable adjustments are made so</p>

possible) need to be accessible to all pupils	Seek advice from Physical and Sensory Support team/ Surrey risk management as necessary			that they can join in with the vast majority of the trip.
Access to during/after school clubs	Ensure disabled pupils can take part in during/after school activities  Outside providers to outline how they are able to be inclusive of pupils with SEND.	Ongoing	Special Needs Coordinator PE Coordinator Club leaders/outside agencies providing clubs	Children with SEND are able to join school clubs if they wish

### Access to information

Target/Issue	Action required	Timescale	Resources and responsibility	Outcome
Consider availability of and access to information to blind and hearing impaired stakeholders where necessary	Regular assessment of needs Regular consideration to font/size/typeset of school correspondence  Consult Physical and Sensory Support Visually Impaired/Hearing Impaired advisory teachers as necessary	Ongoing	Bursar Site manager SENCo	Partially sighted/hearing impaired stakeholders have access to correspondence
Visibility of information (including signage) on display in school	As above	Ongoing	Bursar Site manager SENCo	Visually impaired stakeholders can access information displayed around the school (including signage)

Agreed by Governors	Resources Committee Summer 2020
Review date	Summer 2023