



## Trimley St Mary Primary Accessibility Policy/Plan

<b>Policy Title</b>	<b>Accessibility Plan</b>
<b>Legal Requirement</b>	<b>Yes</b>
<b>Review Cycle</b>	<b>3 Years</b>
<b>Lead Personnel/Committee</b>	<b>Equality Governor/Governing Body Headteacher/SENCo</b>
<b>Version</b>	
<b>Summary of Changes</b>	<b>Updated Action Plan</b>
<b>Date Approved by Governing Body</b>	<b>June 2023</b>
<b>Next Review Date</b>	<b>March 2026</b>
<b>Archived</b>	

# **TRIMLEY ST. MARY PRIMARY SCHOOL**

## **Accessibility Policy/plan**

At Trimley St. Mary Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, (relating to Disability) of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

**The Equality Act 2010** provides protection from discrimination. It consolidates and replaces previous equality laws (including the Disability Discrimination Act) and confirms and extends certain types of unlawful discriminatory behaviour based on aspects of a person's identity known as 'protected characteristics'.

***(Protected characteristic is used as a convenient term to refer to the categories to which the law applies. – There are 9 protected categories, disability, race, religion, sex, sexual orientation, age, gender re-assignment, marriage & civil partnership, pregnancy & maternity.)***

The Act covers all aspects of school life in relation to pupils, members of staff and all other stakeholders.

The Equality Act 2010 states a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. The Accessibility Plan is structured to complement and support the school's Public Sector Equality Duty Objectives and will similarly be published on the school website.

### **Trimley St Mary School Site**

The school site is easily accessible to all adults and children, being built on one level, with very few steps or slopes. There is good access to the main entrance and an alternative entrance at the front of school with a ramp. There are two access paths to the rear of the school. A ramp has been built to the external doorway of room 21 allowing access to foundation stage outdoor learning area. There are two accessible toilets (one includes an accessible shower facility). There are two marked accessible parking spaces, with an assistance buzzer linked to the school office. There are three tarmacked playgrounds and a large field all easily accessible from the main building.

## AIMS

- To increase the extent to which disabled pupils can participate in the school curriculum and the wider life of school including trips and clubs.
- To improve the physical environment of the school
- To improve the delivery of information to disabled pupils/parents/carers/visitors and staff.

Curriculum				
Target	Strategies	Timescale	Responsibility	Success Criteria
<p>Liaise with local preschools, playgroups, nurseries and parents prior to entry into EYFS to ascertain any disability/additional needs of children.</p> <p>Any new admissions during the year of pupils with a disability/additional need.</p> <p>Liaise with High Schools re transfer of children to KS3</p>	<p>Carry out visit to discuss needs of children.</p> <p>Be aware of the needs and make any minor adjustments required.</p> <p>Create Individual Health Care Plan, as required, in discussion with parents/carers and other health care professionals.</p> <p>Ensure a smooth transition, minimise disruption for the child.</p>	<p>Spring/Summer term ready for September.</p> <p>IHC plans monitored and reviewed regularly.</p> <p>Summer term, ready for September</p>	<p>SENCo and EYFS staff</p> <p>SENCo</p> <p>KS2 Phase leader/SENCo</p>	<p>All aware of individual pupils needs. All aspects of school life are fully accessible.</p> <p>IHC plans in place for pupils who require it and all staff aware of pupils' needs.</p> <p>Good communication and a smooth transition for the child.</p>
<p>Increase confidence of all staff in delivering adaptive teaching of the Curriculum. Ensuring there is opportunity for all pupils to experience success.</p>	<p>Be aware of staff training needs on Curriculum Access</p> <p>Neurodiverse friendly classrooms</p> <p>dyslexia friendly classrooms</p> <p>Children that require additional help, have an IHC, or ISP (Individual Support Plan) will have provision recorded on a Pupil Passport, Personal targets are set in discussion with children, parent/carers and teacher.</p>	<p>Ongoing.</p> <p>CPD as required.</p> <p>New contract with Creative Education, staff webinars accessible to all staff.</p> <p>Each member of staff has their own NOS account- helping to keep track of CPD's attended.</p> <p>Personal targets/interventions monitored and reviewed termly.</p>	<p>Deputy Headteacher</p> <p>SENCo/class teacher</p>	<p>Raised staff confidence in strategies for adaptive teaching and increased pupil participation.</p> <p>A wide range of learning styles adopted.</p> <p>Children aware of and are meeting their targets.</p>
<p>Ensure classroom support staff have specific training on any additional need</p>	<p>Be aware of staff training needs.</p> <p>Staff access appropriate CPD-</p>	<p>As required</p>	<p>Deputy Headteacher</p>	<p>Raised confidence in support staff.</p> <p>Pupils adequately</p>

issues.	Creative Education webinars Online learning modules as required			supported.
Ensure all staff are aware of disabled children's personalised needs for curriculum access	Create individual health care plans for disabled pupils when required Information sharing with all agencies involved with pupil	As required	SENCo	All staff aware of individual's needs. Pupils adequately supported.
Use ICT software to support learning	Software to be installed where needed	As required	ICT technician	Wider use of SEN resources in classrooms.
Educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness so any necessary adaptations can be made, and staff made aware.	As required	HT	All pupils in school able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE accessible to all.  Ensure all can participate in after school clubs	Gather information on accessible PE and disability sports.	As required	PE Coordinators	All to have access to PE and take part in a range of activities.

Physical Environment				
Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.  Review and possibly alter the designated accessible parking spaces.	To create Individual Health Care Plans for disabled pupils as part of the process when required.  Be aware of staff, governors and parents access needs and meet as appropriate.  Through questions and discussions find out the access needs of parents/carers through newsletters/questionnaires. Consider access needs during recruitment process.	As required.  Induction and ongoing as required.  Car park review - Ensure designated carparking space remains clear and accessible. Dec.2023  Recruitment process	SENCo  HT &GB  HT &GB  HT&GB	IHC plans in place for disabled pupils and all staff aware of pupils' needs.  All staff and governors feel confident their needs are met.  Parents/carers have full access to all school activities.  Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign. Ensure corridors are kept clear from obstructions.	As required	HT/GB /	Access for all

Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities.  General Emergency Evacuation Plan-information in reception area to enable those that may require assistance in the event of an evacuation.	As required.  Each September	HT&GB	All disabled pupils and staff working alongside are safe in the event of an evacuation.  Safe evacuation of any visitors/parent/carers in school.
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing and visually impaired pupils.	Seek support from LA and other specialist advisory teachers.  Regular monitoring of need.	On going	SENCo	All pupils have access to the appropriate environment

Communication				
Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms. Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction  Current	EYFS Office  IT Technician	All parents receive information in a form that they can access.  All parents understand what the headlines of the school information are.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils/parents with a visual impairment.	As required	Class Teachers/office staff	Good communication
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENCo	Pupils and/or parents feel supported and included.

<p>Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</p>	<p>Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.</p>	<p>As required</p>	<p>ICT technician</p>	<p>All can access information</p>
<p>Set up a mechanism for pupils to communicate their views on their needs.</p>	<p>Diversity Champions-one per class. Pupil voice- chance to air their views</p>	<p>Weekly meetings</p>	<p>Equality Governor</p>	<p>Pupil voice is recorded</p>

## **LINKS WITH OTHER AGENCIES**

- Excellent liaison exists between Trimley St. Mary Primary School, other schools in the local schools' pyramid and local early year's providers. This liaison involves staff visits, discussion about children and includes joint pupil activities. All of which help to minimise disruption and aid continuity for pupils in the transfer from pre-school to primary then through onto high school.
- Children with Educational/Individual Health Care plans have special programmes set up at the transfer school, to enable smooth transition to take place.
- Children who transfer to other schools have detailed records passed on to their receiving school.
- Help is provided by outside agencies as appropriate (e.g., other pyramid schools, occupational therapists, speech therapists, Advisory Teachers for pupils with Hearing and visual impairment and specialist nursing staff.)

## **ASSOCIATED DOCUMENTS:**

- Building and School Development Plan
- Equality Duty Compliance Plan (Previously Single Equality Scheme)
- Public Sector Equality Duty Action Aims and updates.
- SEND policy.
- Personal Emergency Evacuation Plan

**DATE OF PLAN;** June 2023

**DATE OF REVIEW;** Progress reported on annually within the Equality Compliance Aims.  
Full review 2026

## **Publication and dissemination of the School's Plan**

The school makes its Equality Duty Compliance Plan, Public Sector Equality Duty Aims and Accessibility Plan available in the following ways:

- Publishing it on the school website
- Making it available in alternative formats on request

For further information, please contact Trimley St Mary Governing Body (via school office)

or

Mrs. H. Mackie Equality Governor

Mrs. H Lamb, Mr. P. Murray co-Headteachers

This Scheme and Action Plan has been agreed by the Governing Body

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Acting Chair of Governors