



***Northumberland
County Council***



***Accessibility Plan
2017-2020***

Tritlington C of E Aided First School

Ethos

Reflecting the Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

These values include love, caring, sharing, forgiveness, tolerance, perseverance and goodwill to all people.

We aim to ensure everyone reaches their full potential by providing an education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others.

Rationale

Under the Equality Act 2010 all schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

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

Physical or mental impairment includes sensory impairments and also hidden impairments. ‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments including: learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The Accessibility Plan is listed as a statutory document by the Department for Education (DfE). The Plan must be reviewed every three years and approved by the Governing Body. The review process will be informed by an annual review which has been delegated to a committee of the Governing Body, an individual or the Head. At Tritlington C of E Aided First School the Plan will form part of the Curriculum Committee’s remit regarding SEND and will be monitored by them.

The Accessibility Plan has been developed using information supplied by the Local Authority, and in consultation with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted.

The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will be published on the school website.

We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

Vision and Values

We believe that every person should reach for their potential within a supportive, Christian environment with love at the centre. We teach our Christian values implicitly and explicitly across the curriculum. We instil in our children caring, sharing, respect, an understanding of difference and the need to persevere and maintain friendships.

It is our desire therefore to ensure that all people within our school and community are given equality of opportunity and enabled to access what the school has to offer. We strive to ensure that we make all reasonable efforts to include everyone regardless of their ability. We actively seek out and remove any barriers to inclusion that there might be. All of our policies reflect these beliefs.

The Scope of the Accessibility Plan

Tritlington C of E First School is committed to providing an environment that enables full curriculum access and active participation in the school community. We value and include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We will:

- ❖ Not discriminate against disabled pupils in their admissions and exclusions, provision of education and associated services

- ❖ Not treat disabled pupils less favourably

- ❖ Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- ❖ Plan to increase access for disabled pupils

- ❖ Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.

- ❖ Respect the parents' and child's right to confidentiality.

- ❖ Aim to provide 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 in the National Curriculum Primary Curriculum 2014, which underpin the development of a more inclusive curriculum.

Actions

There are three main areas for Accessibility Planning activity:

1. Education and related activities

We will continue to seek and follow the advice of LA services, such as specialist teacher advisers, SEN advisers, and of appropriate health professionals from the local NHS Trusts.

We will continue to further the awareness and expertise of staff in areas relating to Special Educational Needs and Disabilities.

The Accessibility Plan contains relevant and timely actions to increase access to the curriculum for pupils with a known disability.

Expanding the curriculum may be necessary to ensure that all pupils are equally prepared for life. (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers both teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.

2. Physical Environment

We will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatments and colour schemes, and more accessible facilities and fittings.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

We will improve and maintain access to the physical environment of the school by adding specialist facilities as necessary.

3. Provision of Information

We will make every effort to be aware of and share information with parents and carers about the local services that are available to support pupils, including those provided by the LA.

Information can be provided in alternative formats when requested or required.

The Headteacher and staff will be sensitive to different needs and strive to ensure that suitable alternative means of communication are provided as and when needed. This will include signage within the school and its environment.

The Accessibility Plan relates to the key aspects of the curriculum, the physical environment and information sharing.

Whole school training will continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- ❖ Behaviour Management Policy
- ❖ Curriculum Policy
- ❖ Equality and Diversity Policy
- ❖ Special Educational Needs and Disability Policy
- ❖ Supporting Pupils with Medical Needs Policy
- ❖ Health & Safety Policy
- ❖ School Prospectus
- ❖ School Improvement Plan
- ❖ Premises Management
- ❖ Risk Assessment Monitoring
- ❖ Emergency Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body.

An accessibility audit will be completed when this policy is next due for review or when a new pupil joins the school with a known disability, (whichever comes first) in order to inform the development of a new Accessibility Plan for the ongoing period.

Site appraisal is carried out annually.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Views of those consulted during the development of the plan.

At the time of the plan review there were no problems with accessibility by the school users. However it was noted that prospective future users may find difficulties which are listed below under priorities of the school.

Management, coordination and implementation of the accessibility plan

The accessibility plan is monitored by the governing body through its Health and Safety representatives and Special Educational Needs and Disabilities Governors.

Governors responsible for target setting and SEND will also monitor the progress of different groups of pupils over time. Achievement of pupils, attendance at after school clubs, and views of all stakeholders will be taken into account when evaluating the plan.

The accessibility plan must be read in conjunction with our Equality and Diversity Policy, SEND policy and other relevant policies as listed above.

Our plan sets out time scales, responsibilities and success criteria.
The accessibility plan is available on the school website or a paper copy can be requested via the school office.

This plan was presented to and accepted by the Governing Body in July 2016.

Reviewed: December 2016, ratified Spring term 2017

Tritlington C of E Aided First School

Accessibility Plan 2017-2020

Increase access to the school curriculum				
Target	Strategy	Time frame	Responsibility	Success Criteria
Review and update the skills and confidence of all staff in differentiating the curriculum to meet individual pupil needs	Identify children's needs, use external support agencies when children not achieving as expected or benefitting from the interventions provided. Identify staff training needs through appraisal process Ensure access to training as required by individual staff and/or arrange INSET days to meet team needs.	To be achieved by 2020	SEND coordinator	Improved provision which improves pupil engagement, progress and achievement
Use ICT to support learning	Training to ensure all staff are aware of the capabilities of all software/hardware available in school to support pupils differing needs and abilities	To be achieved by 2020	ICT Lead	Wider use of ICT resources to support learning across the curriculum in both classrooms
Improve access to the physical environment				
Improve internal and external environment access for visually impaired people	Add yellow visibility strips to step edges including those leading onto the school playing field	To be achieved by 2020	Headteacher	People with visual impairments feel safe within the school site
Ensure the school	Ensure staff are given support	On going	SEND coordinator	All children have equal access to

environment supports those with sensory sensitivities or impairments	and training as required so that they can recognise the impact that noise, light, smells, texture, touch and temperature can have on some children. Staff have access to advice and resources needed to help eliminate or reduce the cause			their classroom, learning and play opportunities All visitors feel safe and comfortable when on the school site
Improve the delivery of information				
Review how information is shared with parents and carers to ensure it is accessible to all	Information and letters will be written in a clear font, using plain English. They will be offered in paper and electronic formats. If other formats are requested e.g. braille we will do all we can to address this need	To be achieved by 2020	Headteacher and class teachers	All parents and carers receive information in a format that is accessible to them
Review how information is shared with parents and pupils who have an identified SEND need	Ensure staff are offered training and resources to enable them to support pupils with SpLD, using a range of approaches, for example: provide written materials using suitably enlarged, clear print on a non white base; use matt laminates; coloured overlays;	On going	Senco	All pupils can access the full curriculum and reach their individual potential.

	pictorial information, multi sensory teaching methods			
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