

# Accessibility plan

Twydall Primary School



<b>Approved by:</b>	Nikita Roscoe	<b>Date:</b> 18.12.23
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# Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	6
5. Links with other policies .....	6

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Twydall Primary School is committed to equal opportunities and inclusion. Our vision is to enable the whole of Twydall community to reach their potential and to give them a thirst and love of learning which they will take beyond their time with us. We want to develop well-rounded future members of society who not only have the academic knowledge and skills but also the social and emotional characteristics that will help them succeed.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan which may include Rainham Mark Education Trust and Medway Local Authority.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Twydall offers a broad and balanced curriculum which is designed to meet the needs of a wide range of learners with SEND and allows for the curriculum to be adapted to meet their needs.</p> <p>We have a range of adaptive resources from those which are ordinarily available , for example adapted scissors/pencil grips, sensory aids, to those which are more specialist such as specialist seating and standing frames etc.</p> <p>Adjustments are made to the curriculum for pupils who require it, such as having access to the sensory room or Sunshine Room (OT/soft play space). Children who require them have individual targets and support in place through School Based Plans, Care Plans and EHCPs/Annual Review targets.</p> <p>Soundfield systems are available in most classrooms and the school hall.</p> <p>Staff receive regular training on inclusion.</p>	<p>Ensure that all classroom environments are fully inclusive in all lessons and all staff are confident to demonstrate inclusive practice that meets the needs of individuals.</p> <p>Establish Trust Nurture Provision to support access to learning for highly dysregulated pupils.</p> <p>Develop the resource bank available for learners, who are in KS1/2, who are not yet accessing the National Curriculum in order to further enrich their learning experiences</p>	<p>New staff to be given Inclusion training when they join the school.</p> <p>Monitoring of SEND provision in lessons through learning walks and observations.</p> <p>Trauma Informed Practice and Nurture training to increase understanding of dysregulated behaviour and increase access to classroom learning for affected pupils.</p> <p>Audit of resources.</p> <p>Ordering of resources which are required to support high-needs pupils and monitor the impact on the provision.</p>	NR	<p>October 2023 and ongoing for new staff as they join</p> <p>End of Terms 2, 4 and 6 – ongoing</p> <p>Term 6 2024.</p> <p>Term 6 2024.</p>	<p>Monitoring shows consistent use of fully inclusive practice throughout the school.</p> <p>Pupil voice indicates that they feel supported in class to make progress.</p> <p>Nurture Provision is successful in increasing classroom access to identified pupils.</p> <p>Monitoring of high-needs provision shows a positive impact on progress following new resources being implemented.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The whole school building is fully adapted for wheelchair and mobility aid users. Where steps are used in the school, there are also accessible routes with ramps and hand rails.</p> <p>All fire exits are accessible for the safe egress of wheelchair and mobility aid users.</p> <p>We have 3 disabled toilets located around the school building, as well as a separate hygiene suite with plinths for personal care to take place.</p> <p>There are a number of disabled parking bays on the school site for Blue Badge holders to use as required.</p>	<p>For the Nurture Provision to have safe access to an outdoor space.</p>	<p>Quotes for a new door to enter the courtyard for Nurture Group to be sought which ensures that staff and children can safely re-enter the building, making this space useable. Works to be completed.</p>	DSC	End of Term 3 2024	Works completed in the Nurture Room to give access to the courtyard.
		<p>For the new equipment on the playground/field to be adapted for children with wheelchairs/mobility aids to be able to access.</p>	<p>Quotes for accessible matting for the field gym equipment and a ramp for the stage to be sought.</p>	DSC	End of Term 6 2024	Quotes received for playground matting and a ramp.
		<p>Updating of the PD hygiene suite which would benefit from works being completed.</p>	<p>Quotes to be sought for the PD hygiene suite to include a ceiling track for hoists and electronically powered plinths.</p>	DSC and NR	End of Term 6 2024	Quotes received for updating of the PD toilets.
		<p>For new accessible fire exits to be put into the school hall, ensuring that these are accessible for wheelchair and mobility aid users.</p>	<p>Works to be completed in the school hall to put in fire exits with ramps.</p>	DSC	End of Term 2 2023	Works completed in the hall to put in 2 new accessible fire exit routes.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Use of coloured paper/overlays.</p> <p>Enlarged materials/magnifiers for VI.</p> <p>Use of visual cues where needed (Widgit software).</p> <p>Use of laptops/tablets with adjustable font size/colour, Immersive Reader and apps.</p>	<p>Improve the use of assistive technology across the school for learners.</p>	<p>New immersive reader technology, including voice to text functions, to be installed on individual laptops to support learners with accessing the internet and different programmes.</p>	<p>NR and GS</p>	<p>Term 6 2024</p>	<p>Children with individual laptops have access to and are familiar with using immersive reader and voice to text functions on the laptops, using a range of programmes.</p>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by Local Academy Committee.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy