

Accessibility plan

Tiverton Academy



2020-2023

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

Tiverton Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

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

Tiverton Academy supports any available partnerships to develop and implement the plan.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and staff.

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 disabled pupil faces in comparison with non-disabled pupils. 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
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<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our data system is available for all staff and can focus on key groups of children. • Progress reviews between class teachers and senior leaders give opportunity for specific groups of children to be discussed. • Cooperative learning strategies (KAGAN) are used throughout the school. • Liaison with external services and agencies regarding individual pupils (physical, sensory, Communication and Autism, ADHD Team) • Providing targeted intervention • Ensuring that Access Arrangements are made for assessments (Extra time /Reader/ scribe, prompt etc.) • Pupil Target Reviews enables all students to discuss their learning. • Using the Language and Literacy Continuum where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations • Ensuring that school visits and trips are accessible for all students • Development of PATHS across the school and the use of Values versus violence and Dotcom in KS2 and no outsiders. • We are part of the Unicef Rights Respecting Schools award currently achieving Bronze. • Liaison with Visual / Hearing / Physical Impairment specialists. • Enabling students to use an alternative means of recording by using ipads / voice recognition software, voice recorders etc. 	<p>To achieve the UNICEF Rights respecting schools award- Silver and working towards Gold</p>	<p>Follow criteria as outlined within RRSA</p>	<p>PSHE Lead Teacher</p>	<p>Ongoing</p>	<p>Bronze and Silver achieved and gold criteria starting to be met</p>
		<p>To ensure that students, staff, parents are consulted to ensure the development of the Accessibility Plan.</p>	<p>Questionnaires and online surveys to be used to gather views once a year</p>	<p>Principal/SENDCO</p>	<p>Once per academic year</p>	<p>Surveys completed, results analysed and actions implemented through plan</p>
		<p>Continue to work with specialist services to ensure that all children can access the curriculum.</p>	<p>Multi agency planning meetings to take place termly</p>	<p>Principal/SENDCO</p>	<p>Once a term</p>	<p>Actions planned for pupils with accessibility and additional needs</p>

	<ul style="list-style-type: none"> • Students participate in student leadership opportunities e.g. arts ambassadors, student community council and steering group • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 					
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • All buildings are wheelchair accessible. The upstairs classrooms are the only areas not accessible by wheelchair as, due to the age of the building, it is not possible to fit a lift. • Accessible toilet facilities available in the school. • Spaces for small group work and individual work are accessible to all. • Handrails on stairs. • visual timetables used throughout the school. <p>Clear visual signage</p> <p>Corridor widths are suitable for wheelchair access</p>	<ul style="list-style-type: none"> • To address any concerns arising from the annual site inspection. • To access support and training for individual children as the need arises. <p>External steps require nosings to be marked</p>	<p>Health and safety site walk takes place alongside a fire risk assessment</p> <p>Access specialist services to meet needs and access support from TEFAT</p> <p>Liaise with school site contractor</p>	<p>Principal and Site manager and TEFAT</p> <p>Principal/SBM/Site Manager</p> <p>Principal/SBM/Site Manager</p>	<p>Completed annually</p> <p>When required</p> <p>July 2022</p>	<p>Inspections undertaken and recommendations actioned</p> <p>Support and training is accessed</p> <p>Nosings are marked</p>

	<p>Disabled parking spaces identified in the school car park and on Tiverton Road</p> <p>To add anti slip strips to the Reception entry steps</p> <p>Handrail in the walkway between the school and canteen.</p>					
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • Visual timetables are produced for all classes and individual visual timetables for identified students • The Accessibility Plan is placed on the website • Signers are used for parents when required • EMAS UK and Google translate are used to support our families access to information as we have over 30 different spoken languages throughout the school. • All parents are asked if they require access arrangements for Parents 'Evening 	<ul style="list-style-type: none"> • To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged print books and test papers are available as required. <p>For signage around school to be in print and pictorial</p>	<p>Meet with specialist teaching service as needed</p> <p>Order as new signs are needed</p>	<p>Principal/SENDCO</p> <p>Principal/SBM/Site Manager</p>	<p>When necessary</p> <p>As necessary</p>	<p>Accessible materials are sourced</p> <p>Signage around the site is in print and pictorially represented</p>

	<ul style="list-style-type: none">• Private rooms are available for Parents Evenings when required.					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal Debbie Norbury

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
- Supporting pupils with medical conditions policy
- Fire policy
- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.