



Together we shine

**TEMPLE** *Grafton*

**C of E Primary School**

# Accessibility Plan 2019-2022



Adopted: October 2019

Review: October 2022

## 1 Vision Statement:

1.1 Under the Equality Act 2010 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”.

1.2 According to the Equality Act 2010 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.

1.3 The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Temple Grafton C of E Primary School the Plan will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

## 2 Aims and Objectives

2.1 At Temple Grafton C of E Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

2.2 The Accessibility Plan is structured to complement and support the school’s Equality Objectives which can be found within the school’s Equality and Diversity Policy, a review of these objectives and will be published on the school website annually.

2.3 Temple Grafton C of E Primary School is committed to providing an environment that enables full curriculum access that values and includes 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.

2.4 The Temple Grafton C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers 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 **equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

2.6 The Temple Grafton C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

Equality and Diversity Policy  
 Health & Safety Policy  
 Special Educational Needs and Disability Policy  
 Behaviour Management Policy

2.9 The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

2.10 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.

2.11 The Accessibility Plan will be published on the school website.

**Temple Grafton C of E Primary School**  
**Accessibility Plan 2019 - 2022 Improving the**  
**Physical Access**

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|---|--|
| <p><b>Facilities already in place</b></p> <ol style="list-style-type: none"> <li>1. Disabled car parking is available in the staff car park when required. Parents, visitors and staff are informed of this.</li> <li>2. Dropped kerbs at key access points around the school.</li> <li>3. Wheelchair access through hall doors allowing access to lift.</li> <li>4. Wide corridors that enable wheelchairs to make a 360 degree turn</li> <li>5. One disabled toilet is available</li> </ol> | <p><b>Areas to develop</b></p> <ol style="list-style-type: none"> <li>1. Hearing loop installed in the main hall</li> <li>2. Auditory audit of all classrooms</li> </ol> |
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**Improving the Curriculum Access**

| TARGET  | STRATEGY  | OUTCOME   | TIMEFRAME   | ACHIEVEMENT   |
|---|---|---|-------------|---|
| Training for teachers on delivering the curriculum at the appropriate stage ensuring all learning have the opportunity to achieve | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available. | As required | Increase in access to the National Curriculum                       |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils                                 | Review all out-of-school provision to ensure compliance with legislation  | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements                                    | As required | Increase in access to all school activities for all disabled pupils |
| Classrooms are optimally organised to promote the participation and independence of all pupils                                    | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases                | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils  | As required | Increase in access to the National Curriculum                       |

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| <p>Training for Awareness<br/>Raising of Disability Issues</p> | <p>Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school</p> | <p>Whole school community aware of issues relating to Access</p> | <p>Every Autumn<br/>Term</p> | <p>The local community will benefit from an inclusive school with fully informed staff</p> |
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## Improving the Delivery of Written Information

| TARGET  | STRATEGY  | OUTCOME   | TIMEFRAME   | ACHIEVEMENT  |
|---|---|---|-------------|--|
| Make available school newsletters and other information for parents in alternative formats and available on the website | Review all current school publications and promote the availability in different formats for those that require it                      | All school information available for all  | As required | Delivery of school information to parents and the local community                    |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment                            | Get advice from LA on alternative formats and use of IT software to produce customised materials where needed.                          | All school information available for all  | As required | Delivery of school information to pupils & parents with visual difficulties improved |
| Availability of written material in alternative formats   | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | As required | Delivery of information to disabled pupils improved                                  |