



Rainbow Education Multi Academy Trust

Townfield Primary School

Policy number: 119

Accessibility Plan



Legislative Context

This plan is constructed in compliance with:

Equality Act 2010: Schedule 10, Paragraph 3

Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005 and advice provided in Accessible Schools: Summary Guidance June 2002.

Our School Mission: At Townfield we promote:

- Look after yourself
- Look after each other
- Look after our school

This plan should also be seen in relation to the following school documents:

- SEND Policy
- SEND Information Report
- Supporting pupils in school with medical conditions policy and procedures

The plan refers to our school's aim to further improve equality and inclusion and also focus on the following statutory

- **Access to the curriculum:** increasing the extent to which all pupils can access the curriculum.
- **Access to the school environment:** improving the physical environment of the school for the purpose of increasing the extent to which all can take advantage of education and benefits, facilities or services provided or offered by the school.
- **Access to information:** improving the delivery to disabled pupils of information, which is readily available to pupils who are not disabled.

The plan outlines short, medium and long-term targets covering the period 2021 to 2024. A series of actions have been proposed to improve access; these have clear actions, person(s) responsible, intended outcomes and monitoring and review dates.

The plan will be reviewed annually.

Townfield has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The special educational needs policy, SEN information report, Local Offer and publication of equality information can be accessed via the school website www.townfieldprimaryschool.co.uk or alternatively ask for a paper copy at the school office.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Access to the curriculum

Aim - to increase the extent to which disabled pupils can participate in the school curriculum.

*** updated Spring 2022**

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	Continue to ensure relevant staff are aware of disabled children's curriculum access whilst maintaining high expectation for all pupils	Staff to highlight SEN provision on Planning. Staff to seek advice from Teacher of the Deaf (ToD) for planning for deaf pupils	Termly	Staff aware of individual pupils' access needs.	SEN access is highlighted on planning. * all staff trained on adapting the curriculum so all pupils have fair access
	Ensure all out of school activities are planned to ensure the participation of the whole range of pupils	Consider this issue when trips are in the planning stage to ensure compliance with the legislation.	Termly	All pupils able to access all school activities.	Transport and/or wheelchairs arranged for events (e.g church, sporting events). *Ear defenders used for pupils with sensory issues.
MEDIUM TERM	Ensure 1:1s have access to relevant training including EVAC training	SENCo &DHT to promote professional development for 1:1s	Spring 2021	1:1s to be more skilled & confident in supporting individual children.	Admin team are researching EVAC training

	Ensure BSL regular training for Hearing Support Staff is in place to support deaf pupils	SENco to liaise with ToD to establish training needs	Spring 2021	Base staff qualified to sufficient level	Some Hearing support TAs are completing further training
LONG TERM	To ensure all support staff are trained in relevant interventions to support children with SEN	SENDCo to undertake skills audit and match training to need	Summer 2021	Staff have received appropriate training to meet the needs of pupils	Staff have INSET on phonics, tracking and S&L therapy, *autism, sensory circuits, RWI, Blanks levels.

Access to the environment

Aim : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	<p>School to ensure adjustments have been made to the environment to enable full access.</p> <p>School to ensure that risk assessments are in place for SEND pupils in the forest where necessary.</p>	<p>SENCo to audit school access arrangements</p> <p>SENDCo to liaise with ToD and Forest Leader</p>	Spring 2021	<p>All staff aware of pupil's needs. Children feel valued and part of the whole school.</p> <p>Children and staff can navigate school in an emergency.</p>	<p>Allocation of classrooms for wheelchairs users considered 2019-20.</p> <p>RA are being written for forest access.</p>
MEDIUM TERM	To ensure access arrangements are considered as required as pupils move through the school e.g wheelchair access	Forecast any potential adjustments in a timely manner. Liaise with Site Manager.	Summer 2021	Smooth transition for pupils year on year	Annual review for classroom allocation.
LONG TERM	Ensure that consideration is given when planning trips and residential for disabled pupils so that they have access to provision (covid permitting)	Pre-visit and RA to be completed	Autumn 2021	Pupils are able to access trips and residential (covid permitting)	Disabled pupils have attended all visits available to them the academic year 2021-22

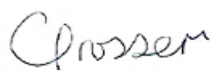
Access to written information
Aim: To improve the delivery of information to disabled pupils and parents

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	To ensure that communications with parents are clear and explicit. To value the contributions made by parents and to encourage their participation in their child's education	<p>Updated SENCO tab on website with access to policies and contact. Monthly SEND info from LA *and remat available.</p> <p>Where necessary, direct fortnightly contact for SEN families who are home schooling during lockdown 2021.</p> <p>Home-School link books used for some pupils, use of plain English, termly reports, parents' evenings twice a year, SEN meetings as requested by parents.</p>	Spring 2021	Improvement of information to disabled pupils and their families. Website is compliant in terms of accessibility	<p>Website updated and statutory documents made easier to access.</p> <p>*Parents invited to half termly SEN drop in workshops. Monthly SEND newsletter posted on website.</p>

MEDIUM TERM	Access & reporting arrangements for end of year tests (particularly end of KS tests) will be reviewed to ensure children with disability are not disadvantaged.	SENCo, AHT & assessment co-ordinator to check	Spring 2021	Children are able to participate to the best of their ability – tests do not present a barrier.	Modified test have been ordered for those pupils who require them. *Additional support provided through access arrangements
LONG TERM	Consider what additional resources could be offered to families of disabled pupils to support them more effectively.	SENCo to research	Summer 2021	Parents and pupils feel supported by school.	Links with ADHD Foundation, Orrets Meadow, S&L Service, Koala Northwest, IDL programme.

This accessibility plan and the outcomes will be regularly reviewed to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by



Caroline Prosser SEN Governor –

Date: May 2022

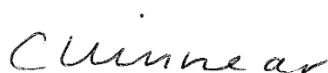
Signed by



Head Teacher, Mrs M Loftus

Date: May 2022

Signed by



SENCo – Mrs C Kinnear

Date: May 2022

This policy will be reviewed annually and updated every three years.