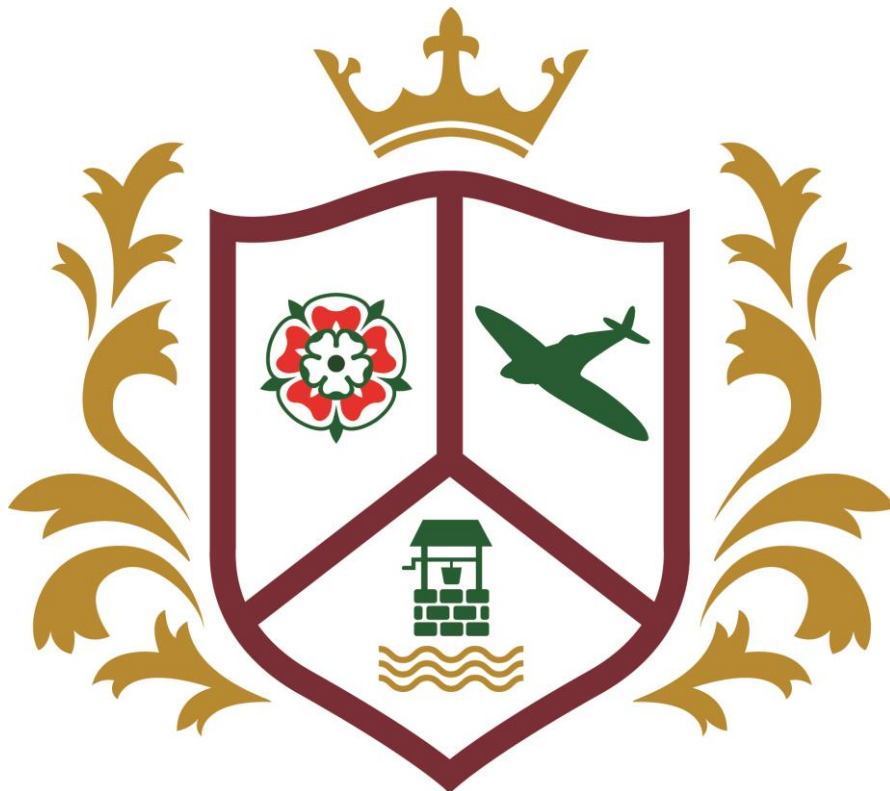


# **Accessibility Plan 2021-2024**

## **Tudor Grange Primary Academy Perdiswell**



# Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	6
5. Links with other policies .....	6
Appendix 1: Accessibility audit.....	7

---

## 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

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.

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.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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, staff and governors of the school.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Disability sports are included in our PE curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Ensure access to technology for students with disabilities to allow them to record information in lessons in an appropriate manner</p>	<p>Short term:</p> <ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities.</li> </ul> <p>Medium term:</p> <ul style="list-style-type: none"> <li>All trips and events are accessible to all pupils.</li> </ul> <p>Long term:</p> <ul style="list-style-type: none"> <li>Work with special school partners to widen curriculum opportunities.</li> </ul>	<p>Audit of resources – order to be placed.</p> <p>When necessary, pre-site visits and investigation into accessibility of venues and events.</p> <p>Make closer links with local schools</p>	<p>LB</p> <p>Teachers, trip organisers</p> <p>LB</p>	<p>Ongoing</p> <p>Ongoing when applicable</p> <p>Ongoing and when applicable</p>	<p>Curriculum resources are available in all year groups which reflect a range of disabilities.</p> <p>All pupils are included and all venues have suitable access and resources for the pupils needs.</p> <p>Pupils may access curriculum learning in a range of venues.</p>



	<ul style="list-style-type: none"> <li>Pictorial or symbolic representations</li> </ul>	<p>resources e.g. Braille if needed</p> <p>Long term:</p> <ul style="list-style-type: none"> <li>Ongoing training to ensure staff are aware of formats.</li> </ul>	<p>If necessary, ensure resources are available to support VI pupil.</p> <p>Plan appropriate training</p>	<p>SENDCo</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Braille resources are available to support VI pupils if appropriate.</p> <p>Staff are confident to present work in a suitable format.</p>
--	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------	-------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------

## **4. Monitoring arrangements**

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

## **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

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 – Year 6 classrooms and cloakrooms upstairs	No lift can be installed. Year 6 would be re-positioned in year 5 classrooms if necessary.	RH	Ongoing
Corridor access	Narrow between Stanford and Junior corridor.	Widen doorways – included on accessibility plan	RH & Governors	Sept 2019
Lifts	None			
Parking bays	1 disabled bay	Remind staff that this bay should not be used unless they are registered disabled.	RH	Feb 2018
Entrances	All entrances are wide access		RH & Governors	
Ramps	No ramps: Into year 1 corridor – main morning entrance Reception classrooms x 2 doors Fire exits from Stanbrook and Densley Halls x 2	Year 1, Reception Classes, Densley and Stanbrook entrance ramps included on accessibility plan	RH, CM & Governors	Sept 2018-19

Toilets	1 disabled bathroom in infant area.	Include for feasibility of KS2 bathroom on accessibility plan	RH	Sept 2020
Reception area	Do the sofas restrict access for wheelchair users?	Ensure sofas are positioned against the wall	All staff	Feb 2018
Internal signage	Are all signs clear with pictorial messages or written?	Include for auditing on the accessibility plan	LB	Sept 2018
Emergency escape routes	All clear			