

Triangle C of E Primary School **Accessibility Policy**



Agreed September 2020
To be reviewed September 2021, 2022 and 2023
To be renewed September 2023

At Triangle C of E Primary School our values reflect our commitment to the pupils, parents, staff and visitors. Our pupils are provided with high quality learning opportunities so that each child attains and achieves in order to fulfil their potential. Where possible, enrichment opportunities are utilised to provide children with varied and exciting experiences. Our safe, accessible and inspiring environment supports individual access and well-being, as well as developing confidence and self-esteem. We are truly committed to inclusion and everyone in our school is important and included; this incorporates pupils, parents, staff and visitors. An ethos of care, consideration and trust is promoted through our Christian values where every member of our school community feels that they truly belong and are valued.

Accessibility Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law ensures that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. This combined equality duty requires schools to adopt a proactive approach and applies to students, staff, visitors and future students.

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.

Under the Equality Act 2010 schools should have an Accessibility Plan. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 and will advise, where required, upon the compliance with that duty. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Accessibility Plan is listed as a statutory document in the Department for Education’s guidance on statutory policies for schools. It will be published on the school website and made available if requested through the school office.

It has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Many stakeholders contributed to its development, this included pupils, parents, staff and visitors. The Plan will be reviewed annually and renewed every three years or where operational needs dictate. At Triangle C of E Primary School the plan will be led and monitored by the Inclusion Manger and Headteacher. It will be ratified by the Full Governing Body annually. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act.

Access Audit

The school is housed in a two-storey building with access to both levels in the main part of the school. It is based on one site. There is a lift and staircase enabling all individuals to move between floors. The corridors and doors are wide enough for wheel chairs and walking aids to fit through. There is a ramp on entry to the main entrance of the building, all other entrances are at floor level. All areas of the school including the playing field, entrances and exits are accessible. The path to the field is a steep incline. We have sought advice on this and it does meet current thresholds for access. Our disabled toilet facility is located on the ground floor. It is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. We have an Evac Chair and personalised evacuation plans are put in place as required

There is only one area of school currently that is inaccessible for individuals who are disabled or have limited or no access. This is the resource/nurture room. We have had this area looked at by architects to improve accessibility however this is unfeasible due to the size and incline. We have numerous alternative accessible spaces that can be used instead.

Objectives

Triangle C of E Primary School is committed to providing an environment and curriculum which allows for access to a safe place, a quality education and the development of all individuals. We value and include all pupils, staff, parents and visitors regardless of their physical, sensory, educational, social, spiritual, emotional and cultural needs. We are committed to taking positive action in relation to the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness. All reasonable adjustments are made to support as full an involvement as possible and to accommodate needs. In addition we seek advice and support from relevant professionals in order to ensure that we have made adequate and reasonable adjustments effectively to further benefit all who spend time here.

Staff at Triangle Primary School recognise and value pupil's knowledge and understanding of themselves, as well as parent's knowledge and understanding of their child's disability and needs. We also respects the parent's and child's right to confidentiality.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Inclusion Manger and Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Attached is a plan of our school and a set of action plans showing how the school will address the priorities identified in the plan.

Aims

Curriculum

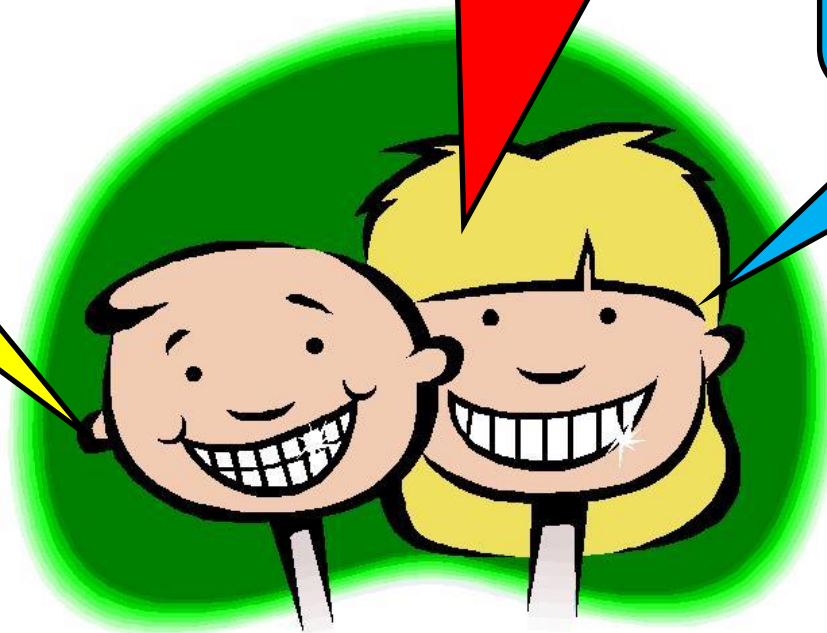
To increase the knowledge, understanding and accountability of staff, with a particular focus on subject leaders, in considering need and promoting inclusion.

Physical Environment

To make improvements to our physical environment, to facilitate access, reduce hazards and train staff in the correct usage of equipment.

Written Information

To investigate ways in which we can improve the methods in which we communicate.

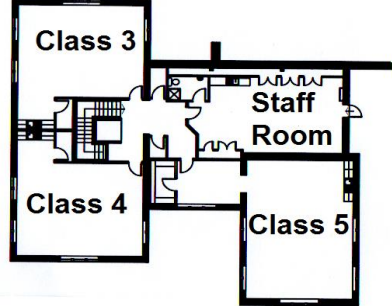


Reviewed September 2022

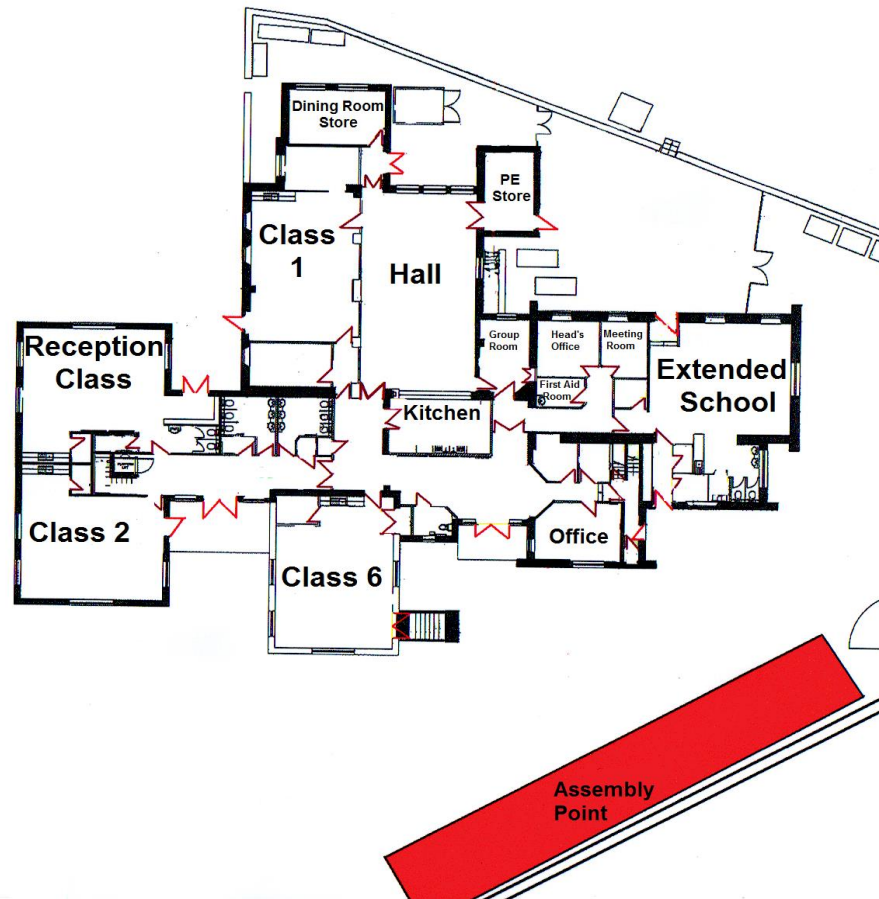
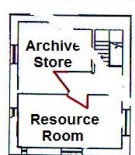
Next review due September 2023

Plan of the school:

First Floor
New Building




First Floor
Old Building



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


- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs Policy
- Supporting children with Medicines Policy
- Educational Visits Policy

	<u>Physical environment</u>					
Issue	Action	Priority	Timescale	Approximate cost	Person(s) responsible	Review Annual Updates
Training for lift use	Many staff are trained in the use of the lift. Ideally all staff will be trained and confident in its use.	Medium	Sep 2020 Ongoing as required	In-house Staff time	Head	All staff now trained in use of lift. Confident and able. This will be recapped annually. All new staff will receive training.
Training for the use of the Evac chair in the event of an emergency	For all staff to be trained and confident in the use of the Evac chair (situated to the left of the lift on the second floor).	High	September 2021	£250 Plus staff time	Head/SBM to arrange training	Ongoing
A number of staff trained in moving and handling	Book two/three members of staff onto moving and handling course so that they are trained to cater for the needs of pupils. This may be pupils who come to us with needs or whom have an incident which results in the need.	Medium	January 2023	£400	Head/SBM to arrange training	NA as yet
Maintain clear, accessible corridors and classroom environments.	Ensure that all corridors remain clutter and debris free. Make sure all coats/bags etc are stowed in the lockers and walk-ways are clear from clutter and debris.	High	On going	None	All staff	Significant progress has been made. Will prompt staff regularly as a reminder.
Reduce visual clutter within classrooms, with a particular focus on wall spaces.	All classroom to have defined displays. Reduce visual clutter.	Medium	Ongoing	None	All staff	Training completed 3.11.21 Will prompt staff regularly as a reminder.

Reviewed September 2022

Next review due September 2023

Disabled parking space	To re-mark the disabled parking bay to ensure it is clearly visible and accessible.	Medium	By July 2021	Awaiting quotations	SBM/ Caretaker	Parking bay has been re-painted, is clearly visible and accessible Monitor in case of reapplication required.
Anti-slip, high visibility markings on all external step edges	Caretaker to mark all external steps edges with yellow anti-slip paint.	High	By July 2021, then on going to maintain	£100 anti-slip paint	Caretaker	SBM has researched this and states that this is not required as there is tactile paving. (Sep 2021)
Hearing loop system installed in classrooms with HI pupils and the hall.	Inclusion Manager to liaise with medical professionals involved in care, as well as specialist inclusion service to price and set up a hearing loop system.	High	July 2021	Awaiting quotations	Inclusion Manager Medical professional Specialist Inclusion Team, Calderdale	Complete – Liaised with Specialist Inclusion Team, Calderdale and we now hire hearing loops from their service. No direct cost to us but service agreement and added to insurance.
Classrooms are organised and arranged to promote participation and independence of all pupils.	Class teachers to carry out an audit of their classrooms to include organisation, resourcing and access. SLT to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Medium	September 2021	Time to audit. Resourcing costs of identified areas to develop.	Inclusion Manager to lead Class teachers to audit.	Still to do

	<u>Curriculum</u>					
	Issue	Action	Priority	Timescale	Approximate cost	Person(s) responsible
Inclusive teaching	Adjustments to planning, teaching and resourcing - SLT and subject coordinators to monitor quality of provision, resourcing and differentiation/scaffolding where required for pupils.	High	Ongoing	SLT release costs Staff meeting time	SLT Subject Co-ordinators	Training on QFT and blended learning has begun. This will continue to be developed.
Subject Leadership Awareness and Action	IM to lead staff meeting on the development of a master document that establishes an overview of Inclusion within each subject area. Subject coordinators to then populate the document, relating to their subject, to create subject specific summaries. Subject Coordinators to act upon actions/ recommendations.	High	Dec 2020 July 2021 Ongoing	Staff meeting time Subject Coordinators release time.	Inclusion Manager Staff Subject Co-ordinators	Training has begun on up-skilling subject leaders. Inclusion overviews for each subject have now been created and will be added to. This is a key priority on our school development plan. Please see that document for further information.
Interventions	Class teachers to audit current interventions and their success/impact on progress.	High	Spring term 2020 Ongoing to	Time to audit. Resourcing costs of	Inclusion Manager to lead	Intervention timetables reviewed and updated half-

	Provision mapping to be used across all year groups		maintain	identified areas to develop.	Class teachers to audit.	termly. Implemented EduKey for provision mapping. Staff have accessed training to upskill and develop its usage.
<p>Whole school training recognising the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.</p> <p>Whole school training insupporting pupils with SEND – focus on keyareas of need within the school: dyslexia dyscalculia, dyspraxia, SEMH and medical issues.</p>	SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Medium	Ongoing	<p>CPD for SENDCO</p> <p>Staff meeting time</p> <p>External specialist costs</p>	Inclusion Manger	<p>Ongoing</p> <p>Dyslexia training completed in for 3.11.21</p> <p>SEND CoP Training completed Sep 2022</p> <p>Supporting and Teaching Autistic Pupils training Sep 2022</p>



Issue	Action	Priority	Timescale	Approximate cost	Person(s) responsible	Review Annual Updates
Accessibility of content of information to all stakeholders	<p>Review wording of key documentation to establish whether word counts can be reduced.</p> <p>Review layout/presentation/dissemination of key document to ensure that the content is easily accessible and understood.</p>	Medium	September 2021 to July 2022	Staff time	Inclusion Manager alongside stakeholders	Priority for 2022-2023
Availability of written material in alternative formats when specifically requested, including our website	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>The school will review formats publicized on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language or other need.</p>	Medium	Ongoing	Dependent upon service used. Would request quotations.	HT Inclusion Manager SBM	<p>Spoken to Specialist Inclusion Service, Calderdale who would support us as/when need arises.</p> <p>Researching ways to improve current communications.</p>