



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



Date of Original Plan:	September 2020
Last Reviewed:	July 2023
Date of Updated Plan:	September 2023
To be reviewed:	July 2024, 2025 and 2026
Staff members responsible:	Head teacher Inclusion Manager School Business Manager

MISSION STATEMENT

‘Stand firm in the faith; be courageous, be strong. Do everything in love.’

Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. It is based upon information supplied by the Local Authority, school audits and observations, and through consultations with pupils, parents, staff and governors of the school. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise 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.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The document will be used to advise other school planning documents and policies, be a regular standing item at the senior leadership meetings and will be reported upon annually in respect of progress and outcomes. The Plan will be reviewed annually and renewed every 3 years or where operational needs dictate and approved by the Governing Body. At Triangle C of E Primary School the plan will be led and monitored by the Inclusion Manager with the Head and Governing Body accountable for its authorisation and implementation.

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.

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

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions
- Administration of Medicines Policy
- Curriculum Policies
- Educational Visits Policy
- School Development Plan

INTENT

At Triangle we are committed to Inclusion; the pupils are at the heart of everything that we do. Every individual should have their needs met within a safe, accessible and caring environment.

We believe that the journey through school life should be enjoyable, memorable and valuable. We strive to provide a broad and balanced curriculum for all that is inclusive and engaging so that regardless of need individuals thrive and achieve their potential. The curriculum is inspiring, creative and progressive; a rich blend that provides the children within our care with a good knowledge and understanding base, as well as a strong skill set.

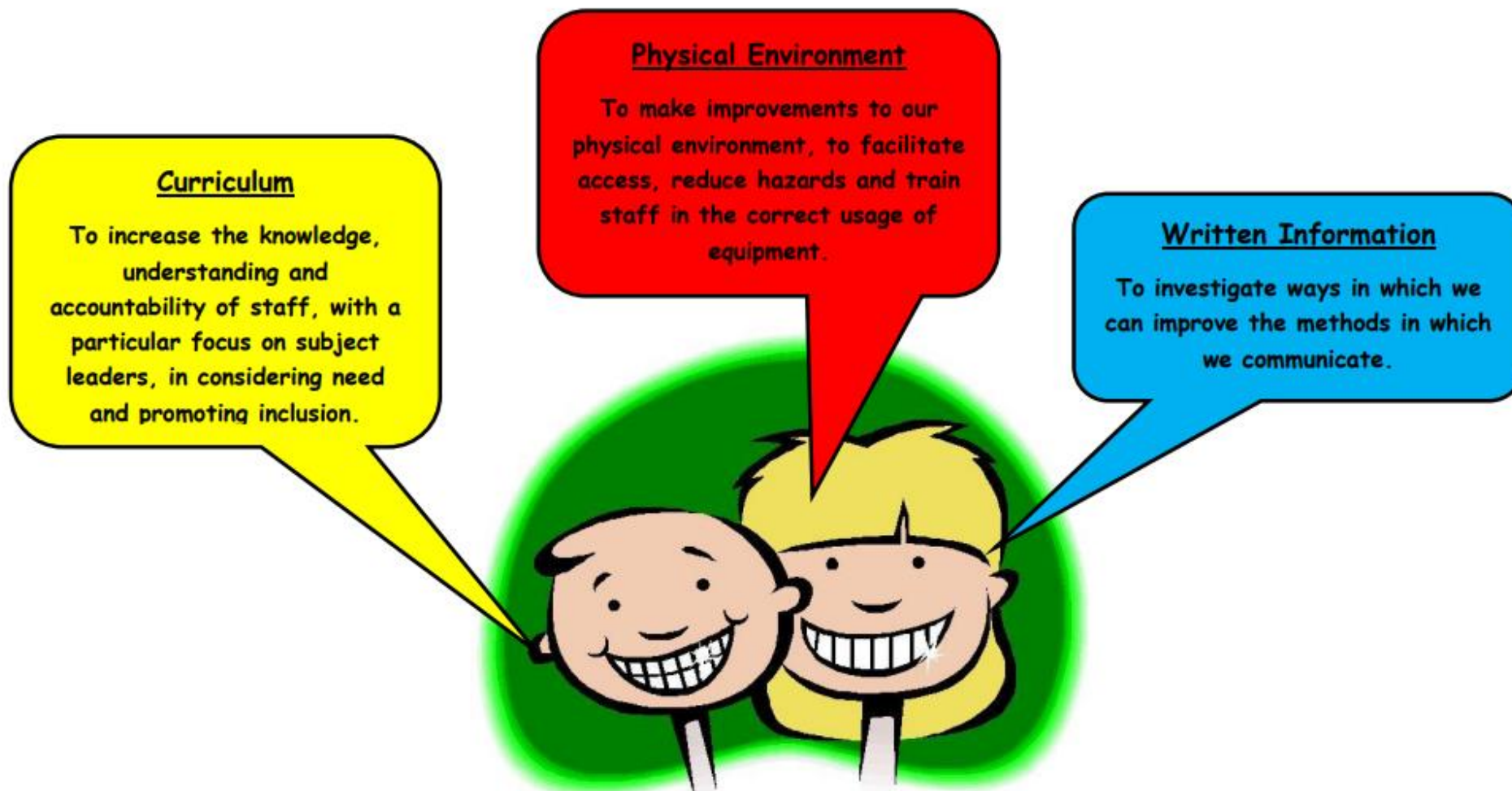
Our core values of friendship, trust, courage, forgiveness and compassion form the heart of our provision. We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. When additional needs are identified we have a clear pathway for individuals to refer to. For those whom require additional targeted provision then they will be added to our SEND register and an individual learning and development plan (ILDP) of assess, plan, do and review cycle(s) will be implemented. Every teacher is a teacher of special educational needs. Therefore we endeavour, as individuals and as a team, to meet the needs of each person through reasonable adjustments and targeted approaches. Our aim is that every child, regardless of additional need and/or disability can and will participate fully in all areas of the curriculum and all areas of school life. All of which is done in collaboration with pupils, parents, staff and where appropriate external services.

Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond. We believe that this combination enables pupils to succeed now, in the next phase of their learning and for future success. Our goal is for individuals to be all-rounded, life-long learners.

IMPLEMENTATION

This Accessibility Plan shows how access to the physical environment, the curriculum and our documentation is to be maintained and/or improved for pupils, staff and visitors to the school. This links to current needs based on audits and anticipated needs based on known information. We will make further reasonable adjustments to accommodate any newly arising needs where possible as we are made aware.

The accessibility plan will contain relevant actions to improve:



Triangle 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Whole school training will recognise the need to continue raising awareness for staff

Current Position

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.

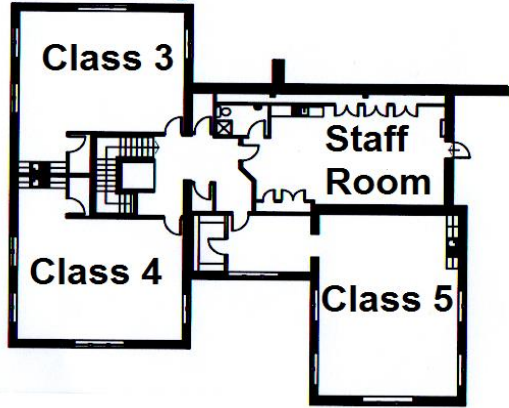
Currently all pupils with additional needs and/or disability access our full curriculum, provision and resources. Should any changes arise in the needs of pupils on roll or a new pupil registers with us where they are prevented from accessing part of the curriculum, provision and resources then this will be looked at on a case by case basis and all reasonable adjustments made to ensure that their needs are met and that wherever possible they are able to access the full curriculum, provision and resources. Where further guidance is needed then we work closely with our local special educational needs school and consultants who provide support and risk assessments.

Complaints

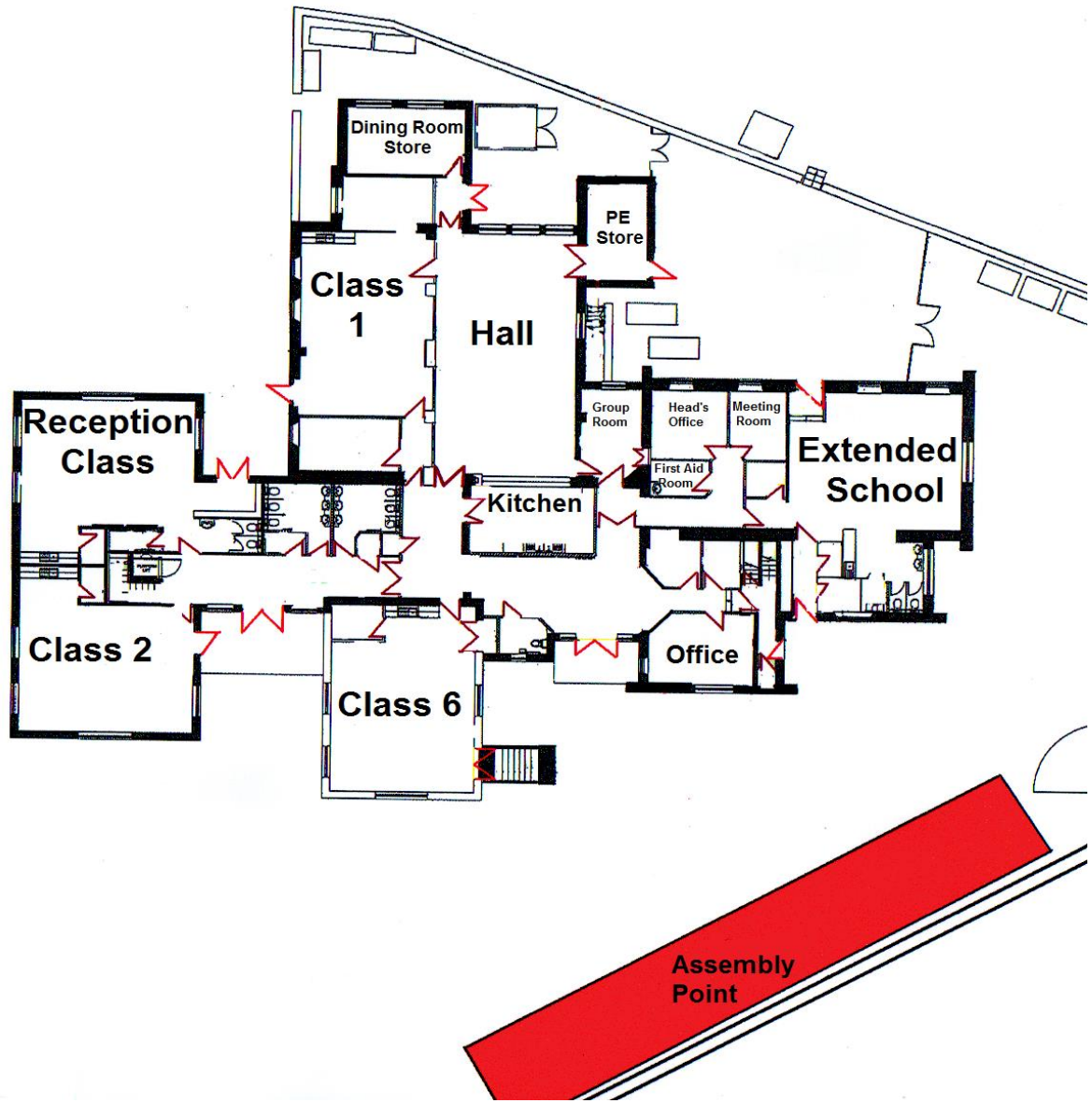
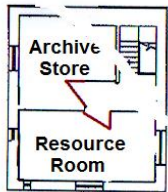
The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Inclusion Manger and Headteacher. Should the complaint not be resolved satisfactorily then it will be escalated to the Inclusion Governor and/or the Chair of Governors.

Plan of the school:



First Floor
New Building





First Floor
Old Building



IMPACT

	<u>Physical Environment</u>					
Priority	Action	Urgency	Timescale	Approximate cost	Person(s) responsible	Review Annual Updates
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.	High	January 2024	£400	HT SBM to book	
Provision of changing facilities	Seek advice from Occupational Therapist. Risk assess. Additional items purchased as required. Monitor stock.	High	January 2024	£250 Ongoing notional.	Inclusion Manger/ SBM	
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation.	Medium	Ongoing	Cost included in grounds maintenance contract	Head/ Grounds Maintenance	
Maintain clear, accessible corridors and classroom environments.	Ensure that all corridors remain clutter and debris free.	High	Raised termly at staff meetings	None	All staff	
Reduce visual clutter within classrooms, with a particular focus on wall spaces.	All classroom to have defined displays. Reduce visual clutter. Classroom audits completed.	Medium	Raised termly at staff meetings	None	All staff	
Clear signage around school to show fire exits and routes	To ensure all signage is clear (not obscured) and that light up signage is in working order.	High	Ongoing	Cost included in maintenance contract	SBM	
Disabled parking space	To monitor (and where necessary re-mark) the disabled parking bay to ensure it is clearly visible and accessible.	Medium	July 2024 (Annually)	£100	SBM/ Caretaker	

Anti-slip, high visibility markings on all external step edges	SBM to research. Currently have tactile paving. If required caretaker to mark external steps edges with yellow anti-slip paint.	Medium	By January 2024, then on going to maintain	£100 anti-slip paint if required	Caretaker/ SBM	
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 2023 Ongoing as required	In-house Staff time	Head	
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 2023	£300 Plus staff time	SBM	
Use of second storey in old part of the school	Monitor use and access Should any pupil and/or adult be unable to access the space using the stairs then alternative space will be utilised. No possibility of incorporating a lift within that space.	High	Ongoing	None	All staff	

	<u>Curriculum</u>					
Priority	Action	Urgency	Timescale	Approximate cost	Person(s) responsible	Review Annual Updates
Inclusive teaching and learning opportunities	Adjustments to planning, teaching and resourcing - Access to the curriculum for all. Needs of all learners met with reasonable adjustments	High	Ongoing	Staff time	Teaching staff SLT Subject Leaders	
Appropriate use of specialised equipment to benefit individual pupils and staff	Increased access to the curriculum and the needs of all learners are met. Reasonable adjustments in the	High	Ongoing	Access Notional Budget	Inclusion Manager/ Teachers/ LSAs/	

	classroom have been made Commit to provide appropriate resources to meet staff and pupils needs				Subject Leaders	
Subject Leadership Awareness and Action	All subjects now have an inclusion section within their documentation. Initially we are sharing these documents, ensuring that they are accurate in their description and implemented. There will then be a stage of monitoring. Following this we will look to further enhance inclusion and access within each subject and update the documentation accordingly.	High	Dec 2023 July 2024 Dec 2025	Staff meeting time Subject Coordinators release time. Supply time for Subject Co-ordinators and Inclusion Manager's release time.	Subject Co-ordinators Inclusion Manager	
Interventions	Class teachers to continue to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups Subject leaders to audit interventions for their subject area, considering their success/impact on progress.	High	Ongoing to maintain February 2024	Time to audit. Resourcing costs of identified areas to develop.	Class teachers to audit. Subject leaders Inclusion Manager	
Improve the quality of provision for children with specific sensory needs	Number of quiet spaces identified around school and prioritised for targeted pupils Sensory Circuits and play therapy provision is effectively targeted to meet the needs of specific individuals with additional needs	High	July 2024	SEN Budget £300	Inclusion Manager and Key Worker	
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.	Medium	Ongoing Initial work has been implemented, all staff aware. Monitor	None	Class teachers to audit. Inclusion Manager to monitor	
Whole school training recognising the need to	SENCO to deliver training where possible. Identify gaps	Medium	Ongoing	External specialist costs	Inclusion Manger	

continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.	in knowledge and seek external advice if necessary				Governors All staff	
All after school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all after school provision to ensure it is on offer and accessible to all pupils	Medium	Ongoing	None	Inclusion Manager Key Worker Enrichment leads	



Written Information



Priority	Action	Urgency	Timescale	Approximate cost	Person(s) responsible	Review Annual Updates
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Medium	Ongoing	Specialist Inclusion Service has offered this free of charge.	HT Inclusion Manager SBM	
Review documentation on website to check accessibility for parents with English as an Additional Language or other specific need if this is required/requested.	The school will review formats publicised 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.	Low – as and when this is requested	Ongoing	Specialist Inclusion Service has offered this free of charge.	HT Inclusion Manager SBM	