

# Tenterden Primary Federation



## Accessibility Plan

At Tenterden Primary Federation (TPF) our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

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.

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.

## Objectives

TPF 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The TPF Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 auxiliary aids and 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 timeframe;
- 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 timeframe.

The TPF Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body (GB).

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher/ Deputy Headteacher**
- **SENCO**
- **Site Manager**

**A plan of the school buildings is kept in the school office with this plan.**

**Written by:** Tina McIntosh (Headteacher) and Senior Leadership Team.

**Date:** September 2024

**Review Date:** September 2027

<b>Physical access audit and plan</b>					
<b>Item</b>	<b>Issue</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Action</b>
1	Is furniture and equipment selected, adjusted and located appropriately?	X			
2	Are pathways and routes logical and well signed?	X			

3	Do you have emergency and evacuation procedures to alert all students?	X			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X			Consider stand up desks and increase range of chairs offered
5	Do furniture layouts allow easy movement for students with disabilities?	X			Continually monitor when class furniture is moved
6	Are quiet rooms/calming rooms available to children who need this facility?	X			
7	Are car parking spaces reserved for disabled people near the main entrance?	X			
8	Are there any barriers to easy movement around the site and to the main entrance?	X			Steps in part of the building restrict access to part of school for some.
9	Are steps needed for access to the main entrance?		X		
10	Do all steps have contrasting edging?	X			Annual check for any wear and tear.

11	If there are steps, is a ramp provided to access the main entrance?			X	

Item	Issue	Yes	No	N/A	Action
12	Is there a continuous handrail on each ramp and stair flight and landing.	X			
13	Is it possible for a wheelchair user to get through the principal door unaided?	X			
14	If no, is an alternative wheelchair accessible entrance provided?			X	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X			
16	Do all internal doors allow a wheelchair user to get through unaided?	X			Only if doors are open, otherwise support needed as they are heavy fire doors

17	Do all the corridors have a clear, unobstructed width of 1.2m?	X			
18	Does each corridor/block/building have a wheelchair accessible toilet?	X			
19	Does the relevant block have accessible changing rooms?	X			
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?		X		Check colouring/ contrast on stairways
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		X		Unable to access top floors in the Junior school
<b>Item</b>	<b>Issue</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Action</b>
22	Is there a continuous handrail on each internal stair flight?	X			

23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.	X			Only in Infant school.
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		X		No possible for all fire exits in Infant school.
25	Are non-visual guides used to assist people to use the buildings?		X		
26	Could any of the décor be confusing or disorientating for students with disabilities?		X		
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	X			Any hearing impaired children and adults are accompanied and would be visually notified.
28	Is a hearing induction loop available (either fixed or portable) in the school?		X		Would require specific risk assessment.

Learning access and audit					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X		Training is reviewed annually. Staff are informed and supported to manage individual needs.

Item	Issue	Yes	No	N/A	Action
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			Training is reviewed annually. Staff are informed and supported to manage individual needs.
3	Do all staff seek to remove all barriers to learning and participation?	X			

4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X			All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.
<b>Item</b>	<b>Issue</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Action</b>

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			
9	Do you provide access to appropriate technology for those with disabilities?	X			Specific assessments to be carried out based on individual needs.

Information access and audit plan					
Item	Issue	Yes	No	N/A	Action

1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		X		Specific assessments are based on individual need. Coloured paper and overlays used regularly.
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Item	Issue	Yes	No	N/A	Action
2	Do you have the facilities such as ICT to produce written information in different formats?	X			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			

### 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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated/adapted curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	Ensure that all curriculum areas enable children to flourish regardless of their disability.	All subject leaders to contribute to an Adaptations on a page document which outlines the adaptations across the curriculum for children with SEND and those who can be extended.	<ul style="list-style-type: none"> <li>• HT/ DHT</li> <li>• Subject Leaders</li> </ul>	24/25	All subject leaders are clear how SEND children and those with capacity for extension are supported within their subjects. Teachers are actively implementing adaptations in all lessons to ensure that everyone can achieve their potential.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Break out/ quiet spaces identified</li> </ul>	Increase number of children who are using general furniture adaptations to help them complete tasks successfully.	Identify children who may benefit from additional resources such as standing desks.	SENCo	2024/25	All children are able to self-select (where appropriate) when resources need to be used
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Visuals</li> <li>• Coloured paper and overlays</li> <li>• Lights linked to fire alarm</li> <li>• Class Dojo features a built-in translation system for parents who do not speak English or for those for whom English is a second language</li> </ul>	Ensure we are meeting the needs of all stakeholders when sharing information.	<p>Carry out a review into requirements for all current stakeholders and if any signage/information sharing around the school can be improved. Examples could include:</p> <ul style="list-style-type: none"> <li>• Different language leaflets</li> <li>• Braille signage</li> </ul> <p>*These are only suggestions and their inclusion on this list does not mean that they will be identified as an appropriate adaptation to make.</p>	HT/ DHT Governors	2024/25	Staff are more aware of preferred methods of communications for all stakeholders. All parents are able to access important information easily.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and the governing board.

It will be approved by the governing body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy