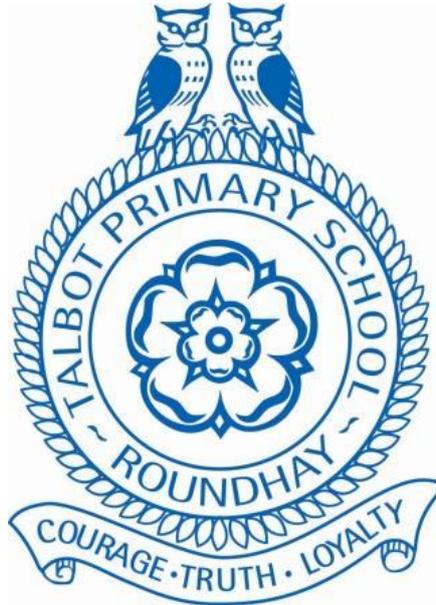


Talbot Primary School



Accessibility Plan

Reviewed/Revised: November 2024

Next review: November 2027

Office use:

Statutory	✓
Web	✓
Staff Notices	-

Introduction and Key Aims of the Plan

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- prepare and publish a Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. It aims to reduce and eliminate barriers to access to the curriculum and support full participation in the school community for pupils, and prospective pupils, with a disability. This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 (Accessibility for disabled pupils – accessibility plans)

Definition of Disability

Under the Equality Act 2010, a person has a disability if—

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities.

Principles

Compliance with the Equality Act 2010 is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy.

The school recognises its duties under Part 6 of the Equality Act 2010, including the duty to prepare, implement, review and revise an accessibility plan.

The accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

In performing their duties, governors and staff will have regard to relevant Codes of Practice, ensuring the school;

- recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 and SEN Code of Practice 2014 which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils’ diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will undertake the following actions in order to ensure the objectives above are achieved.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Improving access to the environment for those with a disability

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) Financial planning and control

The Headteacher with Senior Leadership Team, together with the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Improvement Plan.

A copy of this policy and additional support can be access via the school office and additional support can be provided where requested.

Accessibility Action Plan

See attached

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Building and site development plan
- Special Educational Needs and Inclusion Policy
- Our Individual Offer
- Equality Scheme
- Curriculum policies (available on request)

Short term targets

Objective	What will be done?	How?	When?	Success criteria
Continue to review training for staff to increase access to the curriculum for disabled children	<ul style="list-style-type: none"> • Embedding the use of visually impaired screens and titled writing desks for children with motor skills difficulties • Investigating the use of mobile technology to support children 	SENCo liaison with Learning mentor and HT	Ongoing	Training needs identified and met as required, e.g. refresher, new training for new equipment
Training for staff on Makaton, as a method of communication	<ul style="list-style-type: none"> • Arrange training with the Speech and language Team • Training to be disseminated by staff over two, one hour slots • Staff embed Makaton, supporting the child to communicate using verbal and Makaton signs • Sign of the week introduced across the school and used by children in a range of situations 	SENCo liaising and monitoring	Autumn 1 2024-25 half term Ongoing	Training needs identified and met. Monitoring to ensure staff are embedding the training
Care and Control training (specific teachers and teaching assistants)	<ul style="list-style-type: none"> • Arrange training with the Health and Safety Team • Training delivered after school • Staff embed the information when working with/supporting children who require Care and Control approaches • Care and Control information from the training written into the children's Individual Pupil Risk Assessments • Identified staff attend Level 1 Team Teach training 	SENCo liaising and monitoring	Autumn 2024-25 Ongoing	Training needs identified and met. Monitoring to ensure staff are embedding the training
Training for staff and OOSC staff on Autism Awareness Level 1	<ul style="list-style-type: none"> • Arrange online training with STARS • Training delivered over a twilight session • Staff embed the information when working with/supporting children who have a diagnosis of Autism 	SENCo liaising and monitoring	Spring 2024-25	Training needs identified and met.

			Ongoing	Monitoring to ensure staff are embedding the training
Review steps around school to ensure they are edged with paint to support children with mobility/Visual Impairments knowing where the edge of the steps are	<ul style="list-style-type: none"> Ensure steps are edged in paint and that when worn off, the paint is refreshed 	Superintendent in collaboration with SLT	Ongoing – termly review	Actions in place

Medium term targets

Objective	What will be done?	How?	When?	Success criteria
Improvements to signage around the school to reflect diversity	<ul style="list-style-type: none"> Investigate requirements in relation to child needs 	SLT/SBM in consultation with staff	Ongoing	Improved signage reflecting school populace
Lowering entry and exit control buzzer	<ul style="list-style-type: none"> Resources sub-committee to consider modifications Conduct a risk assessment to evaluate the value of lowering the control buzzer whilst maintaining the safety of children 	Resources sub-committee, SBM cost analysis	In place, monitoring ongoing	Wheelchair users able to access front door more easily

Long term targets

Objective	What will be done?	How?	When?	Success criteria
Ongoing improvements to play equipment and where	<ul style="list-style-type: none"> Enable disabled children to enjoy play which would usually be inaccessible to them 	SENCO/HT	Ongoing	Disabled children using play equipment

appropriate provide specialist equipment				
Re-investigate SEND parent support sessions to raise awareness of disability	<ul style="list-style-type: none"> • Explore demand, shape and nature for forum in discussion with parents and carers • Invite outside agency professionals to deliver sessions based on areas of identified need 	Coffee mornings SENCO parent meetings	Ongoing	Active parent forum group impacting positively on school practice
Invite agencies, e.g. theatre groups into school to increase awareness of supporting disability	<ul style="list-style-type: none"> • TLR/SENCo to explore and organise in discussion with HT 	TLR/SENCO	Ongoing	Successful performances taking place

Date of Plan: November 2024- November 2027

Date of Review: November 2024

Member of staff responsible: Headteacher

Governors & Committees responsible: Full Governing Board, with delegated responsibility to the Resources sub-committee