



Twineham CE School Accessibility Plan: 2021-23

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- ✓ total access to our setting's environment, curriculum and information and
- ✓ full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan



- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Accessibility Targets:

1) Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

2) Improving access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

3) Improving the delivery of information, advice and guidance to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

The Headteacher and Governors' Resources sub-committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Twineham CE School Accessibility Plan 2021-23:

1) Improving physical access

Accessibility Target	Strategies and actions	Time Frame	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> ➤ Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') ➤ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ➤ Ensure staff and governors can access all areas of school ➤ Send reminders to parents and carers to let us know if they have problems with access to areas of school ➤ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired 	As required	<ul style="list-style-type: none"> ✓ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ✓ All staff & governors are confident that their needs are met. ✓ Continuously monitored to ensure any new needs arising are met. ✓ Parents have full access to all areas of school ✓ PEEPs are prepared and reviewed as individual needs change.
Maintain safety for visually impaired people	<ul style="list-style-type: none"> ➤ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges 	Annually, and as new children join the school	<ul style="list-style-type: none"> ✓ Visually impaired people feel safe in school grounds. ✓ Lighting sufficient for safe access at all times



	<ul style="list-style-type: none"> ➤ Check exterior lighting is working on a regular basis ➤ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate ➤ Check emergency lighting every month 	<p>throughout the year</p> <p>Monthly lighting checks</p>	
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> ➤ Ensure staff are aware of need to keep fire exits clear 	Daily	✓ All disabled personnel and pupils have safe exits from school.
Accessible car parking	<ul style="list-style-type: none"> ➤ Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school ➤ The gate into the playground can be opened to allow people with mobility issues/ wheel chairs to access the main school building 	On-going	✓ There is a place for disabled members of staff and visitors to park throughout the school day.

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2) Improving curriculum access

Accessibility Target	Strategies and actions	Time Frame	What will success look like?
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> ➤ Ensure venues and means of transport are vetted for suitability ➤ Include accessibility in risk assessment 	Every time a trip or visit is planned	✓ All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> ➤ Review PE curriculum to include disability sports ➤ Adapt Sports Day activities ➤ Arrange inclusion festivals 	Termly reviews	✓ All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> ➤ Discuss with staff who run out of school clubs, and people running other clubs after school. ➤ Adapt activities to ensure access for all 	Every time a new club or lunchtime activity begins	✓ Disabled children feel able to participate equally in out of school activities.
Ensure staff have specific training on disability issues	<ul style="list-style-type: none"> ➤ Identify training needs at regular meetings ➤ Liaise with disability charities 	On-going	<ul style="list-style-type: none"> ✓ Raised confidence of staff ✓ Evidence of support in place for children or adults with disabilities
Ensure disabled children can move from classrooms to the hall	<ul style="list-style-type: none"> ➤ Make sure the corridor leading up to the hall is clear of obstructions 	On-going	✓ Disabled children can get to the hall from the classrooms

Twineham CE School Accessibility Plan 2021-23:

3) Improving access to information, advice and guidance

Accessibility Target	Strategies and actions	Time Frame	What will success look like?
Ensure that children and adults with visual impairment can access school website	➤ Use metadata and image descriptions to ensure access to all pages on school website	On-going	✓ Equal access to online information
Ensure that information is accessible to children and adults with dyslexia	➤ Provide guidance to staff on dyslexia and accessible information ➤ Seek Dyslexia Awareness award for school ➤ Dyslexia Audit by SENDCo	On-going Annual audit	✓ Children and adults with dyslexia accessing writing information fully
Ensure that all children and adults access school communications	➤ Audit all written information, adapting as required (large print, braille etc)	During all communications (website updates, letters and emails)	✓ All members of school community informed equally about school developments

- *This Accessibility Plan must be reviewed when we welcome new children or adults to our school community.*
- *Changes to legislation or guidance affecting accessibility will also prompt early review.*