



## **Trannack Primary School Accessibility Plan 2022-23**

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

### **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.

### **Increasing 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.*

### **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.*

### **Improving the delivery of written information 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, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan

<b>Compliance with the Equality Act – see SPCMAT Equality and Provision Map May 2018</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Ensure all staff are aware of the requirements of the Equality Act	The SPCMAT Equality Policy is part of the 'essential reading list' for all existing staff and is part of the induction programme for all new staff	S. French	Short term	ongoing	All staff have signed to say they have read and understood the policies on the essential reading list
<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
All pupils, staff and visitors are able to access the school building from the carpark	Access to the school building from the car park is across the road to the pavement, then across the road to steps to the playground. Both pavement areas to cross the road are ramped. Alternative access to avoid the steps is from the pavement across the road and via the lane to gates onto the playground. Visitors and community need to be made aware that this is steep and	Premises Highways Private owners of lane	Long term	ongoing	Access via the lane is historic but the lane is private. The immediate entrance to the school was re-surfaced in Summer 2019 when the classroom buildings were replaced which has eased accessibility.

	uneven and the lane does have traffic access. Long term solutions to the surface of the lane may be consulted on and considered.				
All pupils, staff and visitors are able to access all areas of the school from the outside.	The new classroom block built Summer 2019 includes ramps to all classrooms. Access to outdoor area for Yr 5/6 classroom will need portable ramp if necessary. Access to building with hall, library, office and staff/ visitor toilet is on the level but a small ramp may be needed to assist either side of the lip of the main door way.	S.French Premises	Medium term. If required sooner-short term.	ongoing	
All pupils, staff and visitors are able to access all areas of the school from the inside.	Movement around the school may be hampered by coats and bags in cloakroom areas. Staff to remind pupils to keep clear. Parents/ carers reminded to only bring necessary items to school. Staff to consider alternative coat peg solutions for classroom rather than cloakroom area.	S.French Staff	Medium term. If required sooner-short term.	ongoing	
All pupils, staff and visitors are able to access a disabled toilet	Two staff/ visitor toilets available – one of which is a disabled toilet. Staff to prioritise use of non-disabled toilet if required. Pupil disabled toilet in new classroom block between yr 2/3/4 and yr 5/6 classroom. If disabled toilet required	S.French Staff	Medium term. If required sooner-short term.	ongoing	

	for younger pupil, class layout will need to be considered to allow access via classroom.				
All pupils, staff and visitors are able to access all areas in the outdoor learning space	Access to all areas of outdoor learning space is accessible via the gates on the field. In very wet weather this may be too muddy to access so bark chippings need to be considered for pathways.	S. French Premises	Medium term	ongoing	
All areas of interior buildings have adequate blinds to avoid glare	All blinds in hall and classrooms have been costed and fitted. Regular maintenance required.	S.French	Medium Term	ongoing	
All classroom teaching areas have adequate sound insulation and sound buffer to avoid unnecessary noise levels	All classroom areas have a toilet to divide them so noise from neighbouring class is minimal. Classrooms need additional soft furnishings and sound absorbing display areas to absorb sound in the class. Hearing support recommended sound buffers as classrooms very echoey.	S. French	Medium Term	July 2023	
All pupils, staff and visitors with visual impairments are able to access all areas of the school	All steps and edges to be highlighted with yellow paint or yellow strips added to ensure accessibility for vision impaired	S. French Premises	Medium Term	ongoing	NB – This has been completed every 6 months since Summer 2018 but paint wears off very quickly.

### Ensuring inclusion in the school community

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All pupils and families are involved in school events	The SENDco will monitor the provision for all SEND pupils to ensure they are accessing their full entitlement and ensure personalised support so that pupils can access all activities eg trips, transition, swimming, events week	E. Powley - SENDco	Short term	ongoing	

### Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure pupils with SEMH needs are able to access learning	Staff to attend suitable training and implement to ensure barriers to learning are reduced. School staff timetables and rotas to consider emotionally available staff in classes where needed and where funding allows.	S. French E. Powley Staff	Medium term	ongoing	
To ensure pupils with EHCPs have needs met	Staff who work with pupils with EHCplans attend reviews and meetings with parents to ensure	S.French E.Powley- SENDco	Short term	ongoing	Supply or rearranged rotas may be necessary to release staff to attend

	actions are accurately identified and implemented.				
To ensure pupils with SEND have access to PE and swimming	SENCo and HT to work with families and health professionals to ensure accurate care plans and risk assessments are in place to reduce barriers to accessing PE and swimming and that these are shared with relevant staff	S. French E. Powley SENDco	Short term	ongoing	
To ensure all pupils have access to appropriate IT equipment and learning programmes	Appropriate Apps and learning programmes are identified, purchased and downloaded and that staff have relevant training  Audit current level of IT equipment	E. Powley SENDco  A. Boyes- IT lead	Medium term	ongoing	

<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
All members of the school community to access relevant information	Newsletter and notice board to include updates for parent/carers workshops.	E. Powley SENDco	Short term	ongoing	School communication via newsletter via email and paper copies. Teacher/ parent communication via email or Dojo or Google Classroom.

					Remote meetings available via Google Meet if unable to attend face to face.
All members of the school community to have a voice	School forum meetings to be held termly for parents, pupils, staff, community, alumni to communicate strengths and next steps for school. Ensure governor vacancies are filled so parent and community governors can represent community voice. Ensure annual School Council and Trust Council (SKIP) are voted and regular meetings take place to represent pupil voice. Community consulted on certain policies and changes such as school timings. Governors informed and minuted. School to send regular surveys to ensure community voice considered.	S. French HT	Medium term	ongoing	