



Accessibility Plan

Key Information	
Written by:	Zara Wright
Date Updated:	01/09/2023
Statutory / Non statutory:	Statutory
Monitoring and review:	
Governor approval date:	19/09/23
Next review date:	September 2024

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff governors and students

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and longterm objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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<p>To improve the delivery of information to pupils with a disability.</p>	<ul style="list-style-type: none"> • <i>To support learning, the school provides:</i> <ul style="list-style-type: none"> - <i>pictures and symbols to accompany written information.</i> - <i>a variety of multisensory approaches.</i> - <i>large print resources where appropriate.</i> - <i>different coloured paper or overlays where needed.</i> • <i>The school has purchased reading pens and is trialing them with students.</i> • <i>Staff have had training on accessibility features on Chromebooks.</i> • <i>All classes have seating to optimise students accessing information based on their needs.</i> 	<ul style="list-style-type: none"> • Ensure all students understand the learning objective, key vocabulary and structure of each lesson. • Enhance student understanding of information through more effective use of technology. • Ensure parents/carers with visual disability have equal opportunity to access information from school. • Ensure the school environment offers the best possible setting for students to learn. 	<ul style="list-style-type: none"> • Starter slide has been developed for teachers to use at the beginning of every lesson with dualcoding to support understanding. • The leadership team deliver training to staff on utilizing technology in lessons and evaluate this. • Highlight on all school documentation that goes to parents that it is available in larger print on request. • 1.Carry out an audit of school signage to ensure that it is fully accessible. • 2.Take/ re-lighting and colour schemes before any further decorating takes place around school and in new classrooms ensures learning accessibility 	<p>MR</p> <p>MR</p> <p>HOC</p> <p>HOC</p>	<p>Sept 24</p>	<ul style="list-style-type: none"> • All staff using starter slide in every lesson and students understand what they will be learning in lessons. • All staff using technology effectively in lessons and a positive impact on learning. • All documentation has modifications offered on and parents can access information. • Audit complete and advice taking. Feedback from students accessing the environment is positive.
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<p>Increase access to the curriculum for pupils with a disability.</p>	<ul style="list-style-type: none"> • <i>Our school offers a challenging and accessible curriculum for all pupils. We scaffold learning appropriately to support students meeting learning objectives. A variety of reasonable adjustments are made to support students accessing the curriculum.</i> • <i>Curriculum resources include examples of people with disabilities for students to identify with so learning is more relevant to them.</i> • <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> • <i>The PSHE curriculum includes many elements of inclusion and students learn about equality and equity of provision.</i> • <i>Whole school assembly on needs, difference and understanding the social model of disability.</i> 	<ul style="list-style-type: none"> • To ensure the school develop students' awareness of disability positively. • To revive opportunities post-pandemic for students with disabilities to be involved with sports. 	<ul style="list-style-type: none"> • Increase the number of resources that show positive examples of people with disabilities and promote these with students. • Invite positive role-models with disabilities into school to share their experiences with students. • School actively participates with Surrey Special School Sports Association; interschool special needs sports events 	<p>ZW</p> <p>ZW</p> <p>MR/BP</p>	<p>Sept 24</p>	<ul style="list-style-type: none"> • Purchase appropriate resources and integrate into the curriculum. • Guest speakers have been into school for talks, assemblies etc. • TPS students participate in Surrey Special School Association events.
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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • <i>Our single level environment is adapted to the needs of pupils as required. This includes: ramps, corridor widths, disabled parking bays, disabled toilets and changing facilities.</i> • <i>New building work to take DDA issues in to account.</i> • <i>Renew markings for the disabled parking bay.</i> • <i>Retrofit main corridor doors to include automatic opening for wheelchair users.</i> 	<ul style="list-style-type: none"> • To improve the access from the pedestrian gate to reception. • Improved disabled toilet and changing facilities. 	<ul style="list-style-type: none"> • Ramp put in between pedestrian gate and reception. • Disabled toilet and changing facilities to have new DDA compliant toilet and better showering facilities. 	<p>PW/ HOC</p>	<p>Sept 24</p>	<ul style="list-style-type: none"> • Improved accessibility around the site for all staff students and visitors. • Disabled toilet and changing facilities conditions are improved.
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3. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

4. Links with other policies

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

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