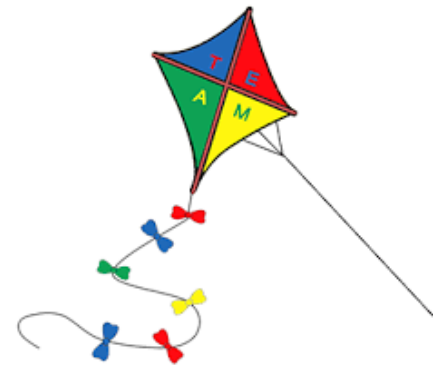


Twyford St Mary's C of E Primary

Accessibility Plan 2021-24

Accessibility Plan



Rationale

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 pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Our core Christian values of courage, care, joy and respect relate to equality and inclusion.

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 from Hampshire County Council and the Diocese to develop and implement the plan.

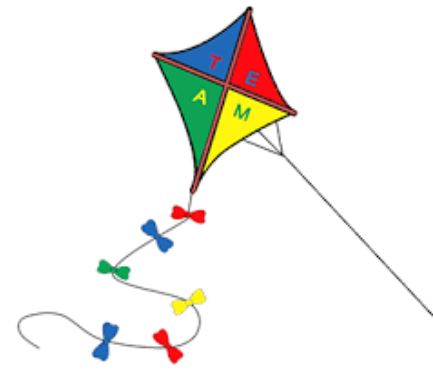
Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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.

Accessibility Plan



Publication and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be carried out in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

Reviewing and revising

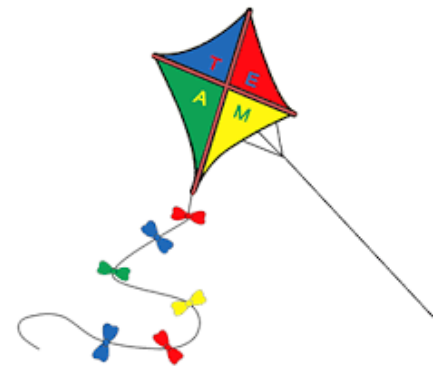
This plan will be reviewed and revised every 3 years.

Policies linked to Accessibility plan

This Plan will contribute to the review and revision of the following related school policies:

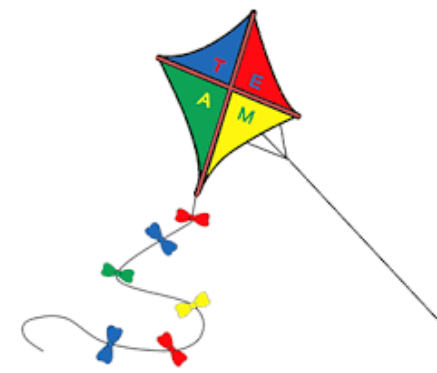
- Curriculum policy
- Disability equality scheme
- Children with Health Needs
- Concerns and complaints policy
- SEND policy

Accessibility Plan



Aim	Current good practice	Objectives	Actions to be taken	Date to review actions by	Person responsible	Impact on children
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Twyford St Mary's C of E Primary school offers a differentiated curriculum for all pupils and uses resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>1.Ensure inclusion for all our vulnerable children who have barriers to learning – especially those with ASD/Asperger's/SEMH or Trauma related behaviours</p>	<p>1.Teachers Trained to support pupils with ASD/Asperger's/SEMH or Trauma related behaviours</p>	<p>.Jan 22 1. Training Jan 22, follow up Sept 22</p>	<p>Inclusion Development Team SENDCO</p>	<p>1.Children where SEMH is a barrier are positive about school and their Education</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>2.Review curriculum to ensure it meets the needs of all pupils</p>	<p>2. Conduct an accessibility Audit of all subjects Introduction of speech and language intervention programmes with specific training for staff</p>	<p>2.Subject leader focus for 2022-23 SEND focus for 2022-23</p>	<p>Subject leaders HT</p>	<p>2. Pupils with speech and language disabilities or developmental delays are supported within our intervention programs.</p>
	<p>Targets are set through IEPs and IBPs that are effective and are appropriate for pupils with additional needs. Outsourcing expert SEND advice, modelling, PBS</p>	<p>3. Curriculum and worship resources include examples of people with disabilities to ensure a diverse range of needs are visible to our pupils.</p>	<p>3. Diversity awareness raised through our worships, P4C and curriculum planning. Accessibility audit to cover this. Curriculum review for both A and B curriculums.</p>	<p>3. Subject leader focus for 2022-23</p>		<p>2/3.Ensure that our curriculum is diverse and meets the needs of the children in our school</p>

Accessibility Plan



	support and thrive assessments when necessary.	4. Identify future curriculum accessibility school needs	4. Collaborate with school community/stakeholders about future accessibility actions 4. Pupil interviews with Inclusion team.	4. Survey to staff and families March 22.		4. Views sought of wider community.
Improve and maintain access to the physical environment	The environment is reasonably adapted to the needs of pupils as required. This includes: -Ramp access -Disabled toilet and changing facility	1. Provision of 'safe spaces' for our vulnerable children with SEMH	1. Purchase of furniture/resources that support 'thrive' activities and 'lessons' for the orchard and Greenhouse spaces	Apr 22	Inclusion Development Team SENDCO HT	1. Children supported to manage their own behaviour through safe space access.
		2. Identify future physical school needs	2. Collaborate with school community/stakeholders about future accessibility actions	March 22		2. Views sought of wider community.

Plan shared with Governing Body: Autumn 2 2021

Plan in school review: Autumn 2 2022

Plan next Governing body review date: Autumn 2024

Accessibility Plan

