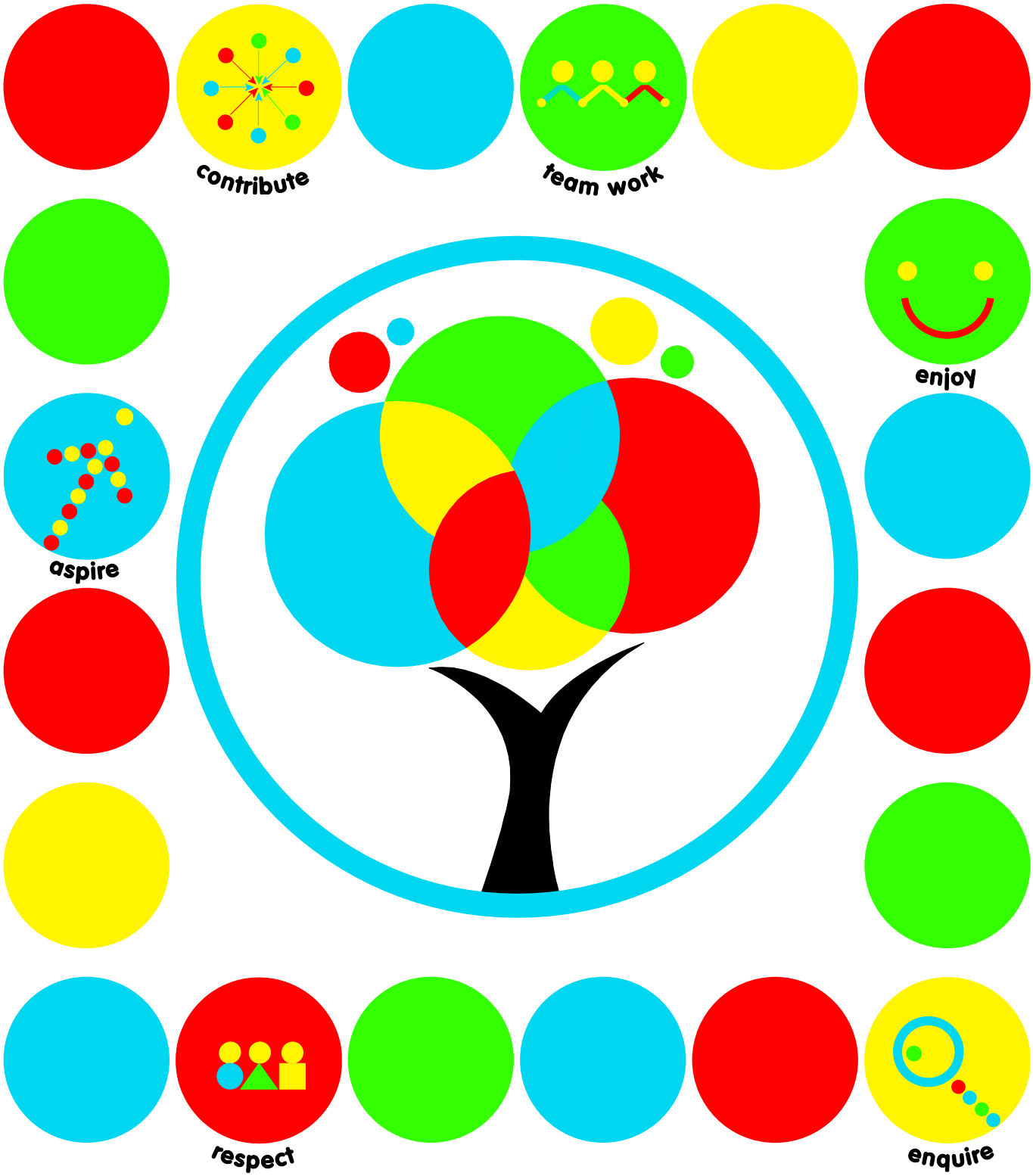


ACCESSIBILITY POLICY

Head teacher signature:

Chair of Governors signature:

Review date: April 2027

Thomas Buxton Primary School
Learning Together



Version Control		
Date	Version	Comments
08.05.2024	V1	Page 5: Addition of resources used for individual children.
		Page 5: Addition of Transition Programme
		Page 6: Addition of SENDCo
		Page 10 & 12: Addition of success criteria
		Page 11: Addition of resources

WE ARE WORKING IN PARTNERSHIP TO ACHIEVE
THE BEST OUTCOMES FOR OUR CHILDREN AND FAMILIES

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 2005. The effect of the law is the same as in the past, meaning that: 'schools cannot unlawfully discriminate against pupils because of: sex, race, disability, religion or belief and sexual orientation.'

According to the Equality Act 2010 a person has a disability if:

- **He or she has a physical or mental impairment, and**

- **The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities**

The Accessibility Plan is structured to complement and support the school's Equality Objectives/Policy, and will similarly be published on the school website.

Objectives

Thomas Buxton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or

auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

- This Accessibility Plan should be read in conjunction with all statutory documents and policies including the following school policies, strategies and documents:

    - **Behaviour Management Policy**
    - **Curriculum Policies**
    - **Emergency Plan**
    - **Health & Safety Policy**
    - **School Improvement Plan**
    - **Special Educational Needs & Disabilities Policy**
    - **Teaching and Learning Policy**
    - **Equalities Policy**

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website (as part of the Accessibility Policy).

The Accessibility Plan will be monitored by the Finance, Premises and Resources Committee. The current action plan is valid for a period of two years. New objectives and an action plan will be formulated.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Outcome of the ongoing review of the current action plan: (2022-2024)

Areas which have been successfully addressed through school improvement and that will continue to be part of whole school policy and practice:

- SEND pupils make good progress when measured against previous attainment – continues to be monitored through PPMs and IEP reviews so that effective support and interventions are put in place. Outcome of Ofsted inspection is evidence of this.
- CPD opportunities are made available for staff as required through courses, peer support and outside agencies who advise and model strategies, resources etc. All staff sign the Code of Conduct annually, which includes reference to their responsibilities in line with current legislation.
- Phase Leaders continue to effectively monitor inclusion and behaviour in the classes they are responsible for and the SEND report to governors includes up to date information on progress and inclusion for SEND pupils.
- Assessment procedures have been updated in the light of curriculum changes and all staff are aware of most appropriate tool to track progress for pupils with SEND.
- The number of children with high needs (EHCPs) has increased due partly to better, earlier identification and referral by school staff. The numbers however have increased year on year and this is following a Local Authority trend, the reasons for which have not yet been identified.
- A verbal report to the Finance and Premises Committee remains the main way any issues around access to the physical environment can be raised.
- Many changes have been made to improve the outdoor environment for all the children and to ensure equal access to all the spaces. This continues to be monitored and updated.
- Admission and induction procedures have been improved and this has had a positive impact on the early identification of additional needs, particularly in EYFS.
- Visual timetables are in place in all classrooms and visual resources for individual pupils are in place as needed. Widgit pictures and Makaton is used with individual children when required.
- HT report to governors includes identification of any discrimination issues and action(s) taken.
- A costed Provision Map is provided by the SENDCo each year.

Areas that still need further development:

- Currently families who mainly speak Sylheti are well served in terms of access to interpreters although it is not always so easy for speakers of other languages. Also, as the numbers of support staff available reduces, this becomes more difficult and will need to be reviewed.
- Transition into school and into secondary school is well organised and effective. A Transition Programme is put in place in the Summer Term to ensure that all children have a smooth transition to their new class, phase or school.
- Equalities Scheme training for staff and governors is identified as specific areas of need and is ongoing.

- It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body
Head Teacher
AHT for Inclusion
SENDCo
School Business Manager
Site Manager

A plan of the school buildings showing areas of accessibility is available from the School Business Manager.

ACCESSIBILITY PLAN 2022 - 2024

AREA A: STRATEGIC DIRECTION, MONITORING AND EVALUATION				
ACTIONS	PERSON/S RESPONSIBLE	TIMESCALE	RESOURCES	SUCCESS CRITERIA, IMPACT ON ACHIEVEMENT
1. Governors review school culture, policies and practices by use of index for inclusion	Chair of Governors	Annually	Half termly meetings 20 hours per annum for admin support for surveys etc.	Accessibility Plan targets achieved Increased progress for all pupils using personal targets Pupils with disabilities make good or better progress
2. Identified member of SLT to act as responsible person for day to day prevention of discrimination and ongoing advice to Governors on discrimination	Headteacher	January 2015 Ongoing	Staff time two days per term	Termly reports to Governors on identified discrimination issues and action taken at school level Governors protected from liability for acts of discrimination Increased confidence/curriculum access for pupils with disabilities
3. Review school handbooks in relation to statements on disability discrimination policy and procedures	Headteacher	Annually	Staff time 2 days per year	Governing Body accepts amended policies as and when presented at main Governor Body meetings
4. Check Disability Equality Scheme training for staff and governors	AHT for Inclusion	Ongoing	Staff meetings Support staff meetings Governors' meetings	Governors and staff aware of social model of responsibility and their responsibilities in line with present legislation

5. Continue to map, cost and monitor all provision available within the school	SENDCo	Termly pupil progress meetings	1 day a term	Current Provision Map All provision regularly evaluated by Support Staff and SENDCo (half termly) Pupil progress accelerated School attainment targets met

AREA B: IMPROVING ACCESS TO THE SCHOOL CURRICULUM FOR CHILDREN WITH DISABILITIES				
ACTIONS	PERSON/S RESPONSIBLE	TIMESCALE	RESOURCES	SUCCESS CRITERIA, IMPACT ON ACHIEVEMENT
To monitor disability access issues	SEND Governor	Ongoing	1 hour termly	Governing Body aware and informed of any issues related to strategic planning
Audit inclusive classroom practice	Phase Leaders SENDCo	January 2019 Ongoing	1 meeting each half term	Reports to Leadership Team on barriers identified at school level Clear action and targets identified for whole school development Increased access and progress for potentially disadvantaged groups and individuals
Review pupil assessments and tracking procedures to ensure small steps in pupil progress are recognised across the curriculum	DHT Phase Leaders SENDCo	Ongoing	21 days a year (Pupil Progress Meetings plus 3 days for follow up work	All teachers will use Engagement Model, P scales for assessments of children where relevant Small steps recorded on whole school tracker More accurate picture of progress available for all stakeholders
Review medium term curriculum plans for each subject to ensure suitable	DHT All subject leaders SENDCo	Ongoing	2 days per half term	Reduction of numbers of pupils who require intervention i.e. something 'additional to

challenge is used for diverse learning needs				and different from' QFT Early identification of pupils identified as requiring SEND Support
Provision Map regularly monitored, evaluated and updated	SENDCo Phase Leaders	Ongoing	Half Termly assessments Termly Pupil Progress Meetings	Increase school capacity to ensure curriculum accessible to all children
Review teaching and learning policy to ensure diverse learning needs and styles are taken into account in all subject areas and settings	DHT Phase Leaders SENDCo	Ongoing	SLT meetings Phase meetings	Quality of teaching and learning throughout the school is consistently good or outstanding

AREA C: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF SCHOOL FOR PUPILS WITH PHYSICAL DISABILITIES				
ACTIONS	PERSON/S RESPONSIBLE	TIMESCALE	RESOURCES	SUCCESS CRITERIA, IMPACT ON ACHIEVEMENT
To continue to ensure coordinated development of access to school premises	Chair of Finance & Resources Committee Link Governor HT	January 2015 Ongoing	Termly premises meetings Staff and Governor time	Targets identified for main Governing Body to take action within strategic plans Phased improvement in action to the school premises for school pupils and the local community where need arises
Phase audits to analyse relationship between physical environment and pupil behaviour and plan to take reasonable steps to improve conditions	DHT Phase Leaders Finance & Resources Committee	January 2015 Ongoing	Phase meetings each half term LMT meetings termly Finance & Resources Committee meetings	Improved environment for the management of pupil behaviour Improved pupil attitudes and behaviour Strategic use of resources
To improve the management of behaviour and the use of playground resources + spaces at break times and lunch times	DHT Senior Midday Meals Supervisor	Ongoing	Developing the use of play spaces (using the OPAL vision and ethos). Developing the role of TAs as play leaders Training for TAs (as appropriate)	Higher quality play spaces for all phases Improved management and behaviour in playground Improved pupil attitudes Reduction of playground incidents Use of Playground Buddies

AREA D: IMPROVING THE DELIVERY OF INFORMATION FOR PUPILS WITH DISABILITIES				
ACTIONS	PERSON/S RESPONSIBLE	TIMESCALE	RESOURCES	SUCCESS CRITERIA, IMPACT ON ACHIEVEMENT
To develop the induction practices to support all new families	AHT for Inclusion Pathways Team	September 2018 Ongoing		All new families have an induction meeting or home visit if appropriate
To ensure that all children are able to engage in receptive and expressive communication	SENDCo Phase Leaders Class Teachers	Ongoing	Phase Leader monitoring time	Seating plans that take into account children's physical and emotional needs All staff implementing agreed practices
To establish good whole school practice in relation to the learning environment	DHT Phase Leaders SENDCo	Ongoing	Phase Leader monitoring time	Use of visual timetables Use of Inclusion Toolkit Appropriate key vocab displayed with visuals Cleaner and clearer Learning Environments
To ensure important information is presented in a range of formats	AHT for Inclusion Parent Governors	Ongoing		All parents are informed of events in their own language Parents have access to verbal information when appropriate
To plan and deliver lessons to ensure smooth transition into, across and on leaving the school	DHT Phase Leaders SENDCo	Ongoing	HLTA time PPA time	All parents have access to support Children have smooth transitions