



ACCESSIBILITY PLAN

February 2022

Introduction

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors. We are committed to developing a culture of awareness, tolerance and inclusion. We interpret our duties positively, taking into account the necessary actions to remove barriers to inclusion.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met.

We therefore cannot achieve equality for all by treating everyone the same. Our Accessibility Plan shows reasonable adjustments made to accommodate their needs where practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

Purpose of the Plan

The Accessibility Plan is drawn up in compliance with current legislation <https://www.gov.uk/definition-of-disability-under-equality-act-2010> . The Accessibility Plan is structured to complement and support the school's Equality objectives. 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:

- 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



Areas of planning responsibilities

The Accessibility Plan relates to key aspects:

- **Increasing access** to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as pupils without disabilities 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** - the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information**- this includes providing information about the school and events in alternative formats when required or requested, within a reasonable time frame.

The Accessibility Plan should be read in conjunction with the following academy trust policies, strategies and documents:

- Equality Policy
- Health and Safety Policy (including off-site safety)
- Inclusion Policy
- Behaviour Policy
- Vision Statement

Contextual information

Telscombe Cliffs Academy is located on a one floor site. There are some steps in one of the corridors, but this is complemented by a ramp. The site is accessible to all pupils and staff. An accessible toilet is available on site. There are also steps in the outside area on both sides of the building with the option to use ramps.

Increasing access to the curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding. It is a core value of the school that all children are enabled to participate fully in the broad life of the school.

Targets	Actions	Timescale	Responsibility	Outcomes
All teachers and teaching assistants have the necessary training to identify, teach and support disabled pupils.	<ul style="list-style-type: none"> a) All staff attend appropriate training: INSET, CPD and TA meetings. b) Outreach provision from external agencies e.g. Epi-pen, asthma Inhaler training. 	<p>Ongoing</p> <p>Ongoing</p>	<p>Headteacher/SENCo</p> <p>First Aid Coordinator</p>	Raised confidence of staff in strategies for differentiation and increased pupil participation.
All staff are aware of the need for curriculum access for disabled pupils.	<ul style="list-style-type: none"> a) Set up system of individual access plans for disabled children. b) Set up system for information sharing with all staff and agencies involved with the child. 	As required	SENCo	All staff aware of individual pupil access needs.
Ensure all staff are aware of, and able to use, SEND software and resources.	<ul style="list-style-type: none"> a) Ensure all staff use SEND Software e.g. Communicate In Print, Clicker 7. b) Sloping boards for pupils with fatigue problems or motor difficulties. c) Coloured overlays for pupils with visual difficulty. d) Specially shaped pencils and pens and stationery for pupils with grip difficulty. e) Wobble cushions. 	Ongoing	SENCo	Wider use of SEND resources in mainstream classes.
Review TA deployment	Review provision to ensure TAs are available to support pupils as required.	As required	SENCo	Adult support is available during key times such as lunchtime, PE lesson in order for pupils to participate.
All extra-curricular activities are planned to ensure, where	Review all out of school provision to ensure compliance with legislation:	Ongoing	Headteacher/Governors	All out of school activities to be conducted in an inclusive



reasonable, the participation of the whole range of pupils.	a) guidance for staff on making trips accessible. b) Centres chosen which include provision for disabled pupils.	As appropriate	Educational Visits Coordinator	environment with providers that comply with all current and future legislative requirements Charging and Remission Policy Reviewed. All children in school able to access all school trips and take part in range of activities.
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms.	Ongoing	SENCo	Children have ready access to range of resources to support their learning.
Review PE Curriculum to make PE accessible to all pupils and staff.	Review PE curriculum to include disability sports.	As required	PE Coordinator/Sports Coach.	Planning ensures full access for all.
Review all curriculum areas to include disability issues.	Include specific reference to disability equality in all curriculum and equality impact reviews.	Ongoing – as curriculum policies are reviewed	Headteacher/Subject leaders.	Updating of disability issues into all curriculum areas.
Ensure disabled children participate equally in after school and lunch time activities.	Survey participation in clubs at lunch and after school by disabled children.	Termly	Headteacher/SENDCo	Disabled children confident and able to participate equally in out of school activities.

Improving access to the physical environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a range of equipment available for day to day use which is under constant review.

Targets	Actions	Timescale	Responsibility	Outcomes
1. The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	<ul style="list-style-type: none"> a) To create access plans for individual disabled pupils b) Be aware of staff, governors and parents' access needs. Consider access needs during recruitment process 	As required	SENCo EMCOR Headteacher	<ul style="list-style-type: none"> a) All staff aware of pupil's needs. b) On-going improvements in access to all areas when undertaking routine and maintenance works. c) All staff, governors and parents feel confident their needs are met.
2. Any redecorating work within the school is sympathetic to all users.	Advice taken re. lighting and colour schemes taken for individual pupil needs.	Annual Programme of redecoration	Headteacher EMCOR	Colour schemes that support teaching, learning and behaviour.
3. Ensure that all disabled pupils can be safely evacuated.	<ul style="list-style-type: none"> a) Put in place Personal Emergency Evacuation Plans for all children as needed b) Ensure all staff are aware of their responsibilities. 	Reviewed annually	SENCO/Headteacher EMCOR Governing body (IEB)	All disabled children and staff working with them are safe and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities.
4. Ensure accessibility of access to IT resources.	Alternative equipment in place to ensure access to all hardware – wireless laptops. Liaise with VI/HI specialists on information with regard to any visual and hearing-impaired pupils.	Ongoing	ICT Co-ordinator/EMCOR SENCo	Hardware and software available to meet the needs of children as appropriate.
5. Ensure all fire escape routes are suitable for all.	Monitored as part of Fire Risk Assessment.	Ongoing	Premises manager	Fire Risk Assessment.

Improving access to information

In planning to make written information available, we need to establish the current level and need and be able to respond to changes in the range of need.

Targets	Actions	Timescale	Responsibility	Outcomes
Availability of written materials in alternative forms when specifically requested including languages other than English, large print, using visual symbols.	The school will make itself aware of the services available for converting written information into alternative formats. School office staff/SLT will support and help parents to access information and complete forms for them.	As required As required	Headteacher/SBM	Format of documentation altered appropriately.
Availability of support with verbal translation in meetings between parents and school.	Ensure that appropriate interpreters can be utilised to aid clear communication where necessary.	As required	Inclusion DHT	Clear verbal communication with parents who have a different first language and require support interpreting English.
The curriculum can be accessed by all children.	Check timetables and resources are not a barrier to any individual or group's access to the curriculum. Staff meet to share good practice.	Ongoing	Headteacher SENCo	All children access all aspects of the curriculum with use of visual symbols in all classes.