



 PDET



Towcester C of E Primary School

Accessibility Plan

**Committee Person(s) Responsible:
Senior Leadership Team**

Review Date: September 2026

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Role	Designated Person
Headteacher	Mrs Sally Beaton
Designated Lead	Mrs Sally Beaton
Date written and approved by governors	February 2024
Date to be reviewed	September 2026

Our Vision

‘We will send the children out, as Noah did the dove (Genesis 8:8-12), having nurtured and prepared them for life. Knowing that they are valued, they can fly and take the values of the school out into the world.’

‘If we live by the spirit, let us also walk in the spirit.’ (Galatians 5:25)

1. Aims

Towcester C of E Primary 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. Our school is 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 Accessibility 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.

Our Trust’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. This includes pupils, parents, staff and governors of the school.

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, 0 to 25 years (2014)* ‘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.

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
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

3. Monitoring Arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by pupils, parents, staff and governors of the school and approved by the governing body.



4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase Access to the Curriculum for Pupils with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<ul style="list-style-type: none"> To provide specialist equipment to promote participation in learning by all pupils Focus on inclusive high quality teaching Adapted and personalised curriculum for all pupils. Tailoring resources to support access to the curriculum. Curriculum resources to include examples of people with disabilities. Review of the curriculum to ensure it is inclusive Disability awareness training for staff and governors 	Assessment of needs in each class and provide appropriate equipment Take advice form external agencies	SENCO	Ongoing	The needs of all pupils are catered for to enable them to work as independently as possible in lessons.
		SLT and SENCO	Ongoing	
	SEND Observations walks and feedback across school	SENCO	Ongoing	All pupils with SEN are fully included in lessons which are adapted to meet the pupil's needs.
	Meetings with subject leaders to discuss following years curriculum	SENCO	Ongoing	Where personalised curriculum targets are implemented, children may be withdrawn to work on individual targets.
	Purchase books which include characters with different disabilities.	SLT	Ongoing	Books in all classes represent diverse groups of people and promote equality.
	Input of curriculum drivers into the curriculum .	SLT	Ongoing	
	Subject leaders to review subjects	SLT	September 2024	Children with SEND are represented on leadership forums and engage in pupil voice.
Ensure website is updated to ensure accessibility to documents/support	SENCO/SLT	July 2024	All staff are familiar with the SEND Code of Conduct and have	

<ul style="list-style-type: none"> • Links to other policies • Access to statutory assessment 	<p>Regular assessment reviews based on individual needs to ensure changes in needs are met</p> <p>Children will be assessed in accordance with regular classroom practice; additional time, rest breaks, use of equipment etc. will be applied for as required following the STA (Standards and Testing Agency) guidelines.</p> <p>Assessment of classroom and hall</p> <p>Regular classroom practice, including extra time, readers 1:1 support, quiet areas</p>	<p>SENCO, Year group teachers</p>	<p>Ongoing</p> <p>Summer Term annually</p>	<p>training focused on equality and disability.</p> <p>Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</p>
<ul style="list-style-type: none"> • Ensure that personal development and leadership opportunities are available to all pupils 	<p>Ensure school council and other pupil leadership opportunities are a fair and balanced representation of cohort</p>	<p>SLT, Staff</p>	<p>Ongoing</p>	<p>All pupils can access opportunities to undertake pupil leadership roles and responsibilities.</p>
<ul style="list-style-type: none"> • Access to extra curricular activities, visits and trips. 	<p>A commitment to inclusion of all children in all events Teachers and Educational Visits Coordinator consider needs of specific children when choosing venues and activities</p>	<p>SENCO/EVC</p>	<p>Ongoing</p>	<p>All school provided trips, activities and visits are fully accessible to all pupils</p> <p>School provided extra curricular activities are accessible to all pupils</p>

2. Improve and Maintain Access to the Physical Environment

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p>Making environmental adaptations to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Access to specific area of the building • Access to outdoor areas • Emergency exits and evacuation procedures. 	<p>Car park markings to make clear disabled parking space. Dropped kerb access to be clearly marked</p>	<p>Site Team</p>	<p>September 2024</p>	<p>School site is fully accessible to pupils with additional physical needs.</p>
	<p>Wellbeing spaces including The Hive, Play Therapy and breakout spaces to be well organized, accessible and equipped to support pupils to access school successfully.</p>	<p>SENCO Learning Mentor</p>	<p>Ongoing</p>	<p>Schools site provides appropriate spaces to support the needs of all pupils</p>
	<p>All emergency exits to remain clear of obstruction and accessible for those needing specialist mobility equipment. Plan to assess in Fire and Emergency Drills</p>	<p>Site Team All Year Group Teams</p>	<p>Ongoing</p>	<p>Risk assessments show that all required risk reduction and safety measures are in place.</p>
	<p>Emergency exits clearly labelled to ensure accessibility to children and adults with different disabilities.</p>	<p>Site Team</p>	<p>July 2024</p>	<p>Signage and safety information is regularly checked and updated as appropriate to changing needs by the SENCO.</p>
	<p>Ramp to be available to support access to KS1 building. Costings for ramps to be built to main entrances to be sought</p>	<p>Site Team</p>	<p>Ongoing July 2024</p>	<p>Disabled toilets are well signed and accessible to pupils, staff and visitors when needed.</p>
	<p>Disabled toilet in KS2 building to be clearly signposted and route to it clear and accessible to children and adults with different disabilities</p>	<p>Site Team All Year Group Teams</p>	<p>September 2024</p>	

3. Improve the Delivery of Information to Pupils (and Other Stakeholders) with a Disability

Aims / Objectives	Actions to be Taken	Person Responsible and Resources Needed	Timescale	Success Criteria
<p><i>Developing the use of a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations.</i> 	Regular reviews of the needs of the community to ensure that measures are in place to support accessibility for all stakeholders	SENCO	Ongoing, termly	School awareness of community members with a disability that requires accessibility measures
	Visual timetables to be established using communication in print	Communication in print resource SENCO training Year Group teams	Ongoing termly	All classrooms have clear visual timetables for access by all children
	Communication in print to be used to produce learning support materials and signage where needed	Year Group teams, Admin Team	Ongoing termly	SENCO identifies which pupils need adapted resources and SEN assistants ensure that resources are age appropriate and user friendly.
	Visual systems to be available on SEN folder of the google drive	SENCO	July 2024	
	All internal signage to be monitored to ensure that it meets the needs of our community	SENCO, Admin Team, Site Team	Ongoing, termly	Large print resources and communication is available for pupils and staff.
	Social story training for TA's	SENCO	July 2024	
	Large exercise books to be available for pupils if required	SENCO Year Group Teams	Ongoing	All stakeholders can access relevant information through the school website
	Large print letters to be available on request – note on letters/website	Admin Team	Ongoing	
	Ensure school website is accessible to all, containing relevant information	Admin Team, SLT	Ongoing	

	<p>Ensure that all parents who are unable to attend school, because of a disability, can access parents' evening.</p>	<p>Staff hold phone consultations or send home written information. (Class teachers and SEND)</p>	<p>Ongoing</p>	<p>All parents are informed of their children's progress</p>
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