

A TONBRIDGE FEDERATION POLICY



ACCESSIBILITY PLAN

School in which policy applies:	LONG MEAD COMMUNITY PRIMARY SCHOOL
Date written:	June 2023
Date agreed by Governing Body:	July 2023
Date of renewal:	July 2026
Senior member of staff with oversight:	Headteacher
Governor with oversight:	Lesley Broom

Aims:

The aims of this Accessibility Plan are to ensure that The Tonbridge Federation continues to work towards increasing the accessibility of provision for all students, staff and visitors to both schools.

The Accessibility Plan will contain relevant actions to:

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

Our schools aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The Federation is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all. Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools support any available partnerships to develop and implement the plan. We work closely with external agencies and services to ensure that we are informed of any difficulties that students with VI or HI have in accessing the school sites.

Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the schools, 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 students, parents/carers, staff and governors of the school.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan:

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

Aim	Current Good Practice	Objectives	Actions to be Taken	Person Responsible
<p>Increase access to the curriculum for students with a disability</p>	<p>The school provides information to staff about the disabilities our students have. Staff have 'garb folders' that highlight these students and the provisions that are in place. The school offers a curriculum for all students irrespective of their ability. The school has a core offer in place to help students with disabilities access all aspects of the curriculum as other students do. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students. The school has a wide range of reasonable adjustments well established to support students with disabilities. We monitor the accessibility of our curriculum through the school's deep dive process.</p>	<p><u>Short Term:</u> All staff are continually trained to employ quality first teaching strategies (through our Pillars of Excellence) in the first instance in response to individual needs. Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p> <p><u>Medium Term:</u> Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff.</p>	<p>Curriculum continually adapted in response to changing needs as informed by the SENDCO. Plan and deliver bespoke training opportunities with outside agencies when the need arises. Deep Dive process to focus on the core offer. Deep Dive findings reported to the Governors. Performance management and further professional learning needs identified through the appraisal process.</p>	<p>SENCO & HT</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is already adapted to the needs of students as required. This includes: entrance ramps, appropriate corridor width, accessible parking bays & evacuation slides.</p>	<p><u>Short Term:</u> Students with specific needs have all the appropriate equipment and furniture. PEEPS are all in place agreed with students and carers when necessary.</p> <p><u>Medium Term:</u> Equipment is updated, replenished and maintained.</p>	<p>Review the current students to ensure all PEEPS have been completed and actions implemented. Staff training to ensure all staff are fully informed of how to use the facilities. Budget for the replenishment of equipment.</p>	<p>SENCO, Business Manager</p>

<p>Improve the delivery of information to students with a disability</p>	<p>The school uses a range of communication methods to ensure information is accessible. This includes internal signage & large print resources.</p> <p>As part of our SEND plan, students with disabilities are provided additional support to engage in restorative/ closing the loop conversations.</p>	<p>Investigation into the use of induction loops, braille and other systems for students / families with hearing and visual difficulties.</p> <p>Development of the website to enable everyone to access the information.</p> <p>Continue to support students with disabilities to engage in restorative/ closing the loop conversations so they have a greater impact.</p>	<p>Make additions to the website to aid translation into different languages and to enable it to be converted into audio.</p>	<p>SENCO / Business Manager</p>
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Monitoring Arrangements:

This plan will be reviewed every 3 years. The Chair of Governors will be the Governor link responsible for reviewing the plan.

Links with other policies:

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

- Equality & Diversity Policy
- Health and Safety policy
- Special educational needs and disability policy
- Medical conditions policy

Appendix 1: Accessibility Audit

	Area	Green	Amber	Red	Additional Information
1	Is furniture and equipment selected, adjusted and located appropriately?	Green			Yes
2	Are Pathways and routes logical and well signed?	Green			Yes
3	Do you have emergency and evacuation procedures for specific students with a disability?	Green			Yes, PEEPs in place when necessary
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	Green			Yes
5	Do furniture layouts allow easy movement for students with disabilities?		Amber		Adjustments are made when required.
6	Are quiet rooms/ calming rooms available to children who need this facility?	Green			Yes, The Launchpad
7	Are car park spaces reserved for disabled people near the main entrance?	Green			Yes
8	Are there barriers to easy movement around the site and to the main entrance?			Red	Yes, the site is on multiple levels
9	Are steps needed for access to the main entrance?	Green			No, stairs and a ramp are in place
10	Do all those steps have a contrasting colour edging?	Green			Yes
11	If there are steps, is a ramp provide to access the main entrance?	Green			Yes
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	Green			Yes
13	Is it possible for a wheelchair user to get through the principal door unaided?		Amber		Yes, but the door needs to opened manually
14	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	Green			Yes
15	Do all internal doors allow a wheelchair user to get through unaided?		Amber		Doors are wide enough and handles at accessible height, but they are on numerous levels
16	Do all corridors have a clear unobstructed width of 1.2m?	Green			Yes
17	Does the school have a wheelchair accessible toilet?			Red	No
18	If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings?	Green			Yes
19	Is there a continuous handrail on each internal stair flight and landing?	Green			Yes
20	Does the school have a lift that can be used by wheelchair users?			Red	No

21	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				No
23	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				Fire exits can be accessed from hall level. Appropriate evacuation slides are available when necessary.
24	Are non-visual guides used to assist people to use the buildings?				3D shapes on stair handrails to indicate up and down
25	Could any of the décor be confusing or disorientating for students with disabilities?				No
26	Is a hearing induction loop available (either fixed or portable) in the school?				No
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				No