



Accessibility Policy

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Author/Reviewer:	Ben Paxman
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Introduction

Totley Primary School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability. This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). It also considers provision for staff and adult members of the school community.

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

- They have a physical or mental impairment that has an adverse, effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on the everyday lives of children, young people and adults. Some specified medical conditions, HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect. People with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children, young people and adults and those with SEN.

We also recognise that not all disabilities are visible and we are committed to improving awareness, accessibility, empathy and inclusivity around this issue for children, young people and adults alike. We value the following mantra highly: ‘Everyone is welcome. There are no outsiders here.’

Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled child or young people unfavourably. We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the ‘reasonable adjustment’ duty) Academy governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Totley Primary School for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services and to ensure that the school buildings and site are as accessible as possible for disabled staff and adults within the school community. We aim to meet the needs of a range of children and young people currently on roll and any prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, for SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at Totley Primary School.
3. Ensuring that appropriate support is given to all students and disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS trust.

We also aim to ensure that disabled staff and adults within our school community are not disadvantaged in terms of them being able to access the school buildings and site safely and adopt an inclusive ethos as far as possible.

Aims

Totley Primary School will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers. In considering what is reasonable the academy will take account of:

- The practicalities of making adjustment;
- Health and Safety factors;
- Academy budget situation;
- The interests of other children;
- The need to maintain academic standards

All reasonable steps will be taken to ascertain the disabilities of children. Consultation with parents and external agencies will determine strategies to support disabled children within the academy. Relevant information will be passed on to staff to ensure staff awareness. A similarly sensitive approach will be taken when striving to support disabled staff and adults within our school community.

Planning Duty: Disability Discrimination Act (as amended by SENDA)

- Not to discriminate against disabled children in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourable
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantaged
- To publish an accessibility plan



Totley Primary School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs or school visits.
2. Improving access to the physical environment of the school where possible. This covers improvements to the physical environment of the academy and physical aids to allow pupils to access education
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils e.g larger font or print.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school.

Curriculum

- Inclusive venues for residential visits have been identified;
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff;
- All pupils are encourage to take part in a range of physical activities, with modifications where needed;
- The school monitors all visits and clubs to maximise availability and participation for all pupils;
- Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being administered by specifically identified staff under instruction from parents and medical experts;
- The school employs an inclusion member of staff to support the emotional needs of all children both in school and during transitions.

Site accessibility – Physical Environment

- The original 1950s section of Totley Primary School (including FS2 to Y4 classrooms) is all on one level.
- The recent Baslow Block extension is on 3 levels, with lift access to each level. The Baslow block staircase is fitted with dual height handrails.
- Some doors are controlled by maglock, pincode lock or key safe. These mechanisms are accessible for wheelchair users (adults)
- The doors leading into the Early Years Provision is controlled by a double height door handle which would not be accessible for wheelchair users and so additional support would be provided to enable access should this be required.
- There are two disabled toilets: one near the main entrance and one on the first floor of the Baslow Block extension.
- The corridors, doorways and lift are large enough to fit a wheelchair or mobility vehicle.

- The external school site features sloping terrain on various levels. There are ramped pathways in place to allow access to each level.
- Low level handrails are in place on the stairs down to the MUGA to facilitate access.
- The closest parking bay to the main entrance is marked for disabled access.

Written information

Advice is sought from external agencies when needed for example, those dealing with Ethnic Minorities, Speech & Language and Visual Impairment etc. The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school’s aim and equality policy, and the operation of the school’s SEN/Inclusion Policy. The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluation the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

Accessibility Plan 2022/23

Area of Accessibility	Target	Person Responsible	Outcome	Timescale
<i>Access to the physical environment</i>	To continue to review emergency procedures to meet the needs of disabled users of the premises	SLT to update any PEEPS in line with fire drill reviews	100% of emergency procedures meet all physical needs in relation to the building	3 times per year
<i>Access to the physical environment</i>	To ensure all corridors are free from obstruction and disabled toilets are free of clutter	All staff	All members of the school community have free, safe movement through the building and access to disabled facilities is unrestricted	Ongoing

<i>Access to the physical environment</i>	Monitor and develop the quality of inclusive practices throughout school	SENCO	Achievement of SENCO qualification / via SEND action plan	July 2023
<i>Access to the curriculum</i>	To ensure that key staff are trained in the use of alternative forms of communication and that materials are made available	SENCO	The school meets the needs of individual pupils, with regard to the learning of anticipated life skills. Non-verbal communication training for key staff.	July 2023
<i>Access to the curriculum</i>	To ensure that key staff are trained in the use of specific technology (e.g. diabetes software / hearing impaired audio kit)	SENCO / specific class teachers	The school meets the needs of individual pupils, with regard to the learning of anticipated life skills.	Ongoing as pupils move through school.
<i>Access to the curriculum</i>	To ensure that classrooms are organised to promote the participation and independence of all pupils	SENCO	QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	Ongoing
<i>Access to the curriculum</i>	To ensure that staff training is supporting pupils with SEND and that this training is tailored to their specific needs, e.g. ASD, Downs Syndrome etc.	SENCO	Identify gaps in knowledge and seek external advice if necessary	Ongoing