Tinsley Meadows Primary Academy

Accessibility Plan

2022-23

This Accessibility Plan will be regularly reviewed and updated.

Produced: January 2020
Reviewed: September 2022 JC
Date for next review: September 2025

Introduction

Tinsley Meadows Primary Academy 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).

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, substantial and long-term 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 and young people.

Some specified medical conditions (HIV, multiple sclerosis and cancer) are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

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 person unfavorably.

We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the ‘reasonable adjustment’ duty).

The Academy trustees 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 Tinsley Meadows Primary Academy for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. 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 Tinsley Meadows Primary Academy.

3. Ensuring that appropriate support is given to all students with 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 Trusts.

Aims

Tinsley Meadows Primary Academy 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 adjustments
- Health and Safety factors
- Academy budget situation
- The interests of other pupils
- The need to maintain academic standards

All reasonable steps will be taken to ascertain the disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the academy. Relevant information will be passed on to staff to ensure staff awareness.

Planning Duty

The academy recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services.
- 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.

Tinsley Meadows Primary Academy is committed to an inclusive curriculum and increasing access to the academies facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the academy's curriculum. This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits.

2. Improving access to the physical environment of the academy 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 academy to its pupils, available to disabled pupils, e.g. larger print / Braille.

Consultation with pupils, parents and disabled people

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

Audit of existing provision

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 encouraged to take part in a range of physical activities, with modifications where needed.
- The academy 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 academy employs a Senior Learning Mentor and two learning mentors to support the emotional needs of all pupils both in school and during transition to other schools.

Site Accessibility: Physical Environment

- Tinsley Meadows primary academy currently has one building consisting of three floors.
- **Ground floor** is made up of teaching spaces, offices, welfare office, kitchen, first aid rooms, changing rooms, dining room, sports hall and storage facilities. All areas are easily accessible for mobility impaired users.
- The **first floor** is made up of teaching spaces, offices, intervention room and storage space. All areas are easily accessible for mobility impaired users through the use of a passenger lift.
- The **second floor** is made up of a plant room, storage room and outdoor facilities. All areas are easily accessible for mobility impaired users through the use of a passenger lift.
- The academy offers a range of equipment to aid building users:
    1. Electronic lifting bay
    2. Changing facilities
    3. Passenger lift
    4. Disability parking bays
    5. Visual alerts for building evacuation

Written Information

Advice is sought from external agencies when needed, for example those dealing with Ethnic Minorities, Speech & Language and Visual Impairment etc.

The academy 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 academy's aim and equal opportunities policy, and the operation of the school's SEN/Inclusion Policy.

The Access Plan will contribute to the review and revision of related academy policies.

Reviewing, Monitoring and Evaluating 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.

Tinsley Meadows Primary Academy

ACTION PLAN: Sept 2022 - Sept 2023

REASONING	TARGETS	STRATEGIES/ WHO RESPONSIBLE	OUTCOMES/ SUCCESS CRITERIA	TIMESCALE	GOALS ACHIEVED
Access to the physical environment	To continue to improve the signage around the academy particularly in respect of catering for users with visual/mobility impairment	SN to identify cost & suitability	Clear signage to meet range of disabilities	Ongoing	
Access to the physical environment	Continue to improve the environment in line with the most current regulations	SN to identify cost & suitability	To aid all disabilities within cost effective criteria	On-going	
Access to the physical environment	Mark steps and floor level changes with yellow highlighting paint	SN to identify cost & suitability	To aid visually impaired building users	3 Months	
Access to the physical environment	Keep corridors clear from obstructions	All staff	To ensure free flowing movement around the buildings	Ongoing	
Access to the curriculum	To monitor and develop the quality of inclusive practices throughout the school	SENDCO & Senior Learning Mentor	Achievement of SENCO qualifications. Gap is monitored and narrowed for those with disabilities	Ongoing	

Access to information in alternative formats	To ensure that necessary staff are trained in the use of alternative forms of communication, such as British Sign Language (if necessary) and that materials are increasingly made available	H/T, SENCO, Support Asst – all to link with appropriate external support services	The academy meets the educational needs of individual pupils, with regard to the learning of anticipated life skills	Ongoing from Jan 2018	