



# Townsend Primary School

## School Accessibility Plan February 2015 – February 2018

This Plan is drawn up as a facet of the EQUALITY ACT 2010. The Equality Act 2010 (Specific Duties) Regulations came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the characteristics, so the act protects everyone against unfair treatment.

This plan relates to *accessibility for disabled persons* at Townsend Primary School. It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

### Definition of Disability

The Equalities Act 2010 defines disability as follows:

*'A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to perform normal day-to-day activities'*

### Principles

1. The school building is a Victorian multi-storey one form entry school.  
The school is accessible by a ramp to the front, entering the reception area.  
The ground floor of the building has rooms that are accessible for those who have impaired mobility.  
The building is tall and we have two floors above ground floor and two mezzanine floors.  
There is no lift in the building consequently those who are unable to manage the stairs will be unable to access anything not located on the ground floor.  
Unfortunately this means that performances, including class assemblies, which take place in the first floor hall are not accessible to anyone with mobility problems.  
Should a parent or carer need to meet with a member of staff concerning their child, the meeting will be arranged so that it takes place on the ground floor if the parent or carer indicates that they are unable to manage the stairs.
2. This Accessibility Policy and Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from December 2012 to December 2015.
3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility to developing a culture of awareness, tolerance and inclusion.
4. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school. The Accessibility Plan will contain relevant and timely actions to:
  - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

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- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe;
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every year.
  6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination. Inset training has been completed, and this is an ongoing matter.
  7. The Accessibility Policy and Plan should be read in conjunction with the following school policies, strategies and documents:
    - Teaching and Learning Policy
    - The Schools Single Equality Scheme (Southwark)
    - Health & Safety Policy (including off-site safety)
    - SEND Policy
    - SEND Policy Information Report (which includes the Local Offer by Southwark)
    - Behaviour Management Policy
    - School Improvement Plan
    - Asset Management and Disposable list
    - Staff & Learning Handbook
  8. The Action Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each year which will inform the development of next year's plan.
  9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors committees will contain an item on "having regard to matters relating to Access".
  10. Section 69 of Children and Families Act 2014 places a duty on schools to publish info about – The accessibility plan prepared by the Governing Body
  11. The School's website will have a copy of the Accessibility Plan.
  12. The School's complaints procedure covers the Accessibility Plan
  13. The Accessibility Plan will be monitored through the Governor General Purposes Committee.

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14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan, and will adopt in principle the 'Southwark Accessibility Strategy, Access to Learning'.
15. The Accessibility Plan may be monitored by Ofsted as part of their inspection cycle.

Further guidance on the scheme is available on the Direct.gov website:-

<http://webarchive.nationalarchives.gov.uk/+/www.direct.gov.uk/en/Disabledpeople/RightsAndObligations/DisabilityRights/DGI0038105>

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OBJECTIVES	WHAT HAS BEEN DONE	HOW THIS WORKS IN PRACTICE	WHAT REMAINS TO BE DONE AND TIME FRAME
<p><b>To ensure EHCP are completed for all children with a statement of educational needs</b></p>	<ul style="list-style-type: none"> <li>○ The LA EHCP has been adopted by the school</li> <li>○ The process has started and one EHCP has been completed</li> </ul>	<ul style="list-style-type: none"> <li>○ The document will be easier to share with agencies, parents and staff. The report is tailored to meet the needs of the individual allowing for more precise information to be shared with all involved in the care of the child</li> </ul>	<ul style="list-style-type: none"> <li>○ A total of 6 EHCP to be completed by Sept 2017 deadline</li> </ul>
<p><b>To ensure all out of school activities are planned to include the participation of the whole range of pupils</b></p>	<ul style="list-style-type: none"> <li>○ school visits policy reviewed</li> <li>○ planning format ensures any special requirements are accounted for</li> </ul>	<ul style="list-style-type: none"> <li>○ risk assessments for all trips and outings including use of transport</li> <li>○ risk assessments account for the needs of all pupils within a class including those with disabilities</li> <li>○ first aid and necessary medical equipment are available for trips.</li> </ul>	<ul style="list-style-type: none"> <li>○ risk assessment is <i>a continuous ongoing process</i> carried out for every trip/outing including the assessment of risk for disabled pupils</li> <li>○ disability includes pupils with long term medical conditions such as asthma, diabetes, autism, Down's syndrome their risk should be assessed individually so as to include pupils with these conditions</li> </ul>
<p><b>Ensure parents with visual disability have equal opportunity to access information from school</b></p>	<ul style="list-style-type: none"> <li>○ highlighted on all documentation that goes to parents that it is available in larger print <i>on request</i></li> <li>○ clear print/font used –‘Sasson Primary’</li> </ul>	<ul style="list-style-type: none"> <li>○ request for large print can be met</li> <li>○ at present newsletters and parental information are not required in Braille (1 blind parent at present who doesn't read Braille)</li> <li>○ newsletters can be produced in French and other languages when parents request this service</li> </ul>	<ul style="list-style-type: none"> <li>○ large print documents and translated documents are available on request</li> <li>○ use of Braille could be pursued if required at any future point</li> <li>○ <u><i>objective met</i></u></li> </ul>
<p><b>All staff to receive disability equality awareness training</b></p>	<ul style="list-style-type: none"> <li>○ staff induction procedures include reference to disability.</li> <li>○ all TAs received training in the following, food safety, ,anaphylaxis &amp; use of epi-pen</li> </ul>	<ul style="list-style-type: none"> <li>○ staff know about a range of disabilities and their requirements, and in particular those related to children within their class</li> <li>○ hence teachers plan an</li> </ul>	<ul style="list-style-type: none"> <li>○ SEND policy reviewed Dec 2014</li> <li>○ Child Protection training - updated for all staff – Sept 2014</li> </ul>

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	<ul style="list-style-type: none"> <li>○ 12 support staff including lunch staff and Nursery Nurse are trained in Paediatric first Aid</li> <li>○ all First Aid staff received training re asthma and the needs of the asthmatic child</li> <li>○ TAs are engaged in supportive visits from external agencies e.g. physiotherapist, occupational therapist, autism advisers, CENMAC, educational psychologist</li> <li>○ school nurse assists the administrative officer to produce care plans for pupils who need to be supported in this way</li> </ul>	<ul style="list-style-type: none"> <li>○ appropriately differentiated curriculum</li> <li>○ TAs plan to meet the needs of the children they work with, through individualised learning programmes, physical and personal care support</li> <li>○ TAs are using the support and activity materials provided by external agencies conscientiously and effectively to assist their pupil to break down barriers to their learning</li> <li>○ care plans in place and in use as indicated in the plan</li> <li>○ SEND policy in place</li> </ul>	
<p><b>Continued training for teachers on differentiating the curriculum.</b></p>	<ul style="list-style-type: none"> <li>○ TAs attend courses as are available to address the specific needs of the pupil with whom they work</li> <li>○ this is more frequently addressed through visiting professionals as stated above, with provision of information and supportive adapted equipment</li> <li>○ teachers attend subject related courses including aspects of differentiation to meet the needs of specific pupils</li> </ul>	<ul style="list-style-type: none"> <li>○ training specifically related to disability in its widest sense is well received by all staff</li> <li>○ good practice is shared and information disseminated</li> <li>○ pupils with specific needs such as physical disability, autism, Down's syndrome, receive individual support with their learning, physical support, and /or care for personal needs, supporting pupils to break down barriers to their learning</li> <li>○ this personalised support is well tailored to enable each pupil to engage with every aspect of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>○ training, knowledge and effective use of expert advice are <i>continuous ongoing processes</i></li> </ul>