

Torre CE VA Academy Accessibility Plan

INTRODUCTION

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ Increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached as Appendix 1 is an action plan showing how the school will address the identified priorities.

Date of Plan: September 2016

1. THE LEGAL FRAMEWORK & SCHOOLS PLANNING DUTY

- 1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.
- 1.1. As part of this duty schools must produce an Accessibility Plan to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability.
- 1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
- 1.3. The three key areas that the school must focus on in the plan are:
 - 1.3.1. Increasing the extent to which disabled pupils can participate in the school curriculum;
 - 1.3.2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - 1.3.3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.4. The duty is anticipatory and the school must plan for its future needs.
- 1.5. The school’s Accessibility Plan must be resourced, implemented and reviewed every three years.
- 1.6. An Action Plan is attached as Appendix 1 this sets out a programme of planned improvements and actions over time to meet the current and future needs of users of the schools. A success criterion and a review period have been set so that progress and outcomes can be measured.

2. THE PURPOSE AND DIRECTION OF THE SCHOOL’S PLAN: VISION AND VALUE

- 2.1. At Torre we believe that all children are created in God’s image and do our very best to ensure that they have the same entitlements as all other children in the school.
- 2.2. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Torre promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
- 2.3. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children or any adults associated with our school without regard to differences in/for:
 - girls and boys;
 - minority ethnic and faith groups;
 - children who need support to learn English as an additional language;
 - children with special educational needs;

- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- sexual orientation
- pregnancy/maternity

3. INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

- 3.1. We currently have a whole range of children of all back grounds, needs and abilities.
- 3.2. We have a wide range of pupils with individual educational and health needs. Additionally, we have pupils with complex special educational and health needs such as: epilepsy, incontinence and Tourette 's syndrome.
- 3.3. We have a range of significant emotional needs across the school and therefore, a wide range of pastoral and nurture provisions are available.

4. VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

- 4.1. This plan was developed in consultation with parents, staff, governors and the Local Authority. A parent of a child with autistic spectrum condition and one with a visual impairment supported the self-audit process. Staff and governors also assisted in the creation of the plan.

5. CURRENT GOOD PRACTISE WHICH SUPPORTS THIS DUTY

5.1. **Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

Early identification of needs:

- Nursery staff conduct home visits of pupils starting in our Nursery – observations are made
- Reception staff conduct visits to Reception starters, not already in our Nursery, in their current Nursery settings – observations are made
- School nurse and health visitors are liaised with
- When a concern is identified, all health professionals involved with the child are consulted, as well as families

Continued support through school:

- SENCo and staff regularly informally review provision for pupils and facilitates a family SEN meeting termly
- SENCo meets with the Educational Psychologist termly to discuss, review and plan for all pupils on the SEN register
- The needs of pupils designated – Social Emotional and Mental Health Needs (SEMHN) are met by our Pastoral/Thrive team:
 - A Reception/KS1 nurture group 4x mornings per week
 - A Y3/4 nurture group 2x afternoons per week
 - A trained Thrive practitioner provides 1:1 sessions x2 30 minutes per week for pupils whom need it
 - Mayfield/Chestnut behaviour support team work to support us where needed with their outreach work
- Transition is supported by pupils spending every morning for a whole week, near the end of an academic year, with their new teacher. Teachers meet for a handover period to discuss new pupils. Pupils moving onto Year 2 remain with their Year 1 class teacher. Nurture pupils do a needs led, graduated transition back into their mainstream class.

- Close liaison with consultant for pupils with English as Additional Language.
- Development of pupils positive awareness of disabilities through PHSE curriculum

Special training/qualifications/experience held by staff members include:

- Thrive training
- Nurture network training
- School's SENCo holds a Certificate of Advanced Professional Study in Special Educational Needs
- School's SENCo has been in post as a SENCo for 25 years
- In-house Continued Professional Development led by school nurse and SENCo
- Speech and language training

The school ensures that staff members are trained to meet needs of a child as soon as they start – for example staff are currently trained in epilepsy to meet the needs of the current pupil roll.

5.2. **Current Actions: improving access to the physical environment of the school**

- The completion of the new nursery and Key Stage 1 classroom block in 2015 helped to address some of the school's access issues. The block provides four accessible teaching spaces, two additional accessible toilets including one with showering facilities and a platform lift to give access to the field.
- The school has an ongoing maintenance and redecoration cycle which aims to enhance the physical environment of the school and make it more accessible; including maintaining tonal contrasts and the renewal of step nosings.

5.3. **Current Actions: Improving the delivery of information to persons with a disability**

- The school currently uses the 'Communicate and Print' system to produce prompt cards with symbols to aid communication with early year's pupils and pupils with SEN. It is looking to roll the system out to aid communication with children in older year groups.
- The school adapts font size and page layouts as and when to support pupils with visual impairments.

6. REVIEW AND IMPLEMENTATION OF ACCESS PLAN

- 6.1. The Accessibility Plan will be reviewed every three years by the Headteacher and SENCo
- 6.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be assessed to see if they are still valid and if so carried forward to the school's next action plan.
- 6.3. Details on how to view this plan will be included in the school prospectus and on the school's website.
- 6.4. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2012-2015 is attached in Appendix 1 alongside the school's current plan.

APPENDIX 1

Access Plan 2012-2015– Completed works shaded grey and works to be carried over in blue.

Access Plan: Part 1

Increasing access for disabled pupils to the school curriculum

Target	Action	Resources	Outcomes	Time
Annual review school vision and values statement.	Vision and values to be reviewed by staff, governors, pupils and parents, through meetings and letters.	Time: staff meetings, governors' meetings, school assemblies, consultation with parents.	School vision and values statement is relevant and up to date and reflects the school's commitment to removing barriers to learning.	Annual
Update curriculum and general school policies	Within the rolling programme of policy review, ensure that policies relate to disabled pupils and the five outcomes in the Every Child Matters agenda.	Time: staff meetings, governors' meetings, consultation with parents.	Policies reflect the school's commitment to removing barriers to learning.	Annual Review
To use external services to support disabled pupils.	Access external services for advice before pupil starts school, and then to provide ongoing advice and support as required.	Time: for staff to liaise with specialists Financial: purchase of specialised	The environment is appropriate and staff are well prepared to meet the needs of disabled pupils. Staff have greater understanding of disability issues.	Ongoing
Provide training for staff.	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils. Share successful practice within the school and with partner schools.		Staff are deployed effectively and have high expectations of disabled pupils.	Ongoing
Develop a range of learning resources.	As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials.	Students with disabilities have access to appropriate curriculum materials.	Ongoing as new needs occur
Develop pupils' understanding of disability issues.	Include disability issues in PSHCE lesson planning. Books and materials reflect a cross section of society.	Cost of new resources.	Pupils provide a supportive environment in which disabled pupils are accepted.	Ongoing

Access Plan: Part 2 Increasing access for disabled pupils to the physical environment of the school

Target	Action	Resources	Outcomes	Time
Improve access to the school site	Provide a ramped entrance for the main school. Provide a ramp into the KS2 block Provide ramp to Y3 classroom. Provide ramp to Y3. Provide ramp to Y1. Provide ramp to Y2 – will be used for groups in September. Provide ramp to Reception class – will be Y1 in September Provide path around Nursery to improve disabled access. Provide path to field from KS2 playground and Nursery to improve disabled access.	LA Grant £1000	Access to site improved Children can access all areas of school site.	Ongoing
Signage	Review and improve signage to entrance. Refer to best practice guidance.	Cost ?	On completion of the planned extension, access to school is clearly marked.	Autumn 2013
WCs	Provide a disabled toilet and shower in the main building. Add changing table in main building. Add changing table in Nursery. Improve access to KS1 and KS2 toilets. Provide ramp for KS2 toilets for access off the playground. Provide private cubicle for disabled boys and girls at KS1 – with handle for them to hold to support independent toileting. New toilets at KS1 and KS2 to allow children independence – children with disabilities find it difficult to pull high chains as they are difficult to pull.	To be costed as a matter of urgency.	Disabled toilet and shower on site. 2 changing tables – one in each disabled toilet Children can access toilets whatever their age of key stage. Disabled parents , visitors or staff have access to disabled toilets in both buildings. Disabled children have privacy and independence in toileting.	

Corridors/doorways	Consider alterations to corridors and doorways to make classrooms and other spaces more accessible. Review ironmongery & kick plates within programme of repairs. Review fire exits for disabled pupils. New automatic doors to school hall – both ends to allow access to disabled toilet in main building. Doorway to disabled toilet from school hall. Suitable doorways to provide access to YR,1,2,3,4.	Within costing of planned remodelling phase 2-4 to start ??	All areas of the school are accessible.	KS1 Refurb KS2 as funds allow
ICT suite	Ensure good tonal contrast throughout – review levels of lighting/glare and blinds.	Within costing of planned remodelling phase 1 to start	All areas of the school are accessible.	Completed
Lighting	Improve lighting throughout the school to support children with special educational needs. Children with dyslexic and other difficulties find lighting effects their learning, as does the lack of natural light throughout the school.		Natural light increased. School roof replaced to include plan for increasing natural light. Lights within school replaced and improved. Light sensors, dimmers included to improve light for our children.	

Access Plan: Part 3 Improving the delivery of written information to disabled pupils

Target	Action	Resources	Outcomes	Time
Make information more accessible to pupils and parents with disabilities	Ensure newsletters and information are in an appropriate format.	Cost of printing in Braille, audio versions, large print?	Pupils and parents have greater access to information in alternative formats.	Ongoing

Torre Academy Accessibility Action Plan 2016-19

PRIORITY	LEAD	STRATEGY/ACTION	RESOURCE	TIMESCALES	SUCCESS CRITERIA
ACCESS TO THE CURRICULUM					
Ensure that all staff are aware of how to support pupils starting the school with conditions we have not previously supported	Jane Vanstone	To liaise with the family, identify the need, identify and contact relevant support services and arrange CPD for all staff.	SENCo time Relevant support services Time for CPD	Ongoing	Needs of all children and their families are understood and met Children progress in line with their peers
Ensure the availability in the school of large print and easy read texts	Becky Herrera	To review school library and teaching resources and replenish with suitable material as and when funding is available		Ongoing	A variety of literature to meet all needs/abilities
ACCESS TO THE PHYSICAL ENVIRONMENT					
Carried over from 2012-15 Signage	Katie Wyatt	To review and improve signage to entrances and around the school now that buildings works are complete	'Communicate and Print' £200	Autumn 2016	Signage is understood by all
Carried over from 2012-15 Doors to main hall	Alison Newton	To provide automatic doors to school hall – both ends, to allow access to disabled toilet in main building.	Investigate cost	2019 or before if needed	School hall is accessible to all in the school community
Disabled parking	Alison Newton	To review provision for disabled parking and way finding through to reception	£100 cost of paint	Autumn 2016 and ongoing	Disabled parking space is available
Steps	Premises Manager	To renew and add nosings to steps throughout the site in particular: <ul style="list-style-type: none"> Steps along main entrance path Steps down to KS2 playground Steps in nursery play area 	£100 cost of paint	Autumn 2016 and ongoing	Steps and hazardous areas are more visible throughout the school site

		<ul style="list-style-type: none"> Steps near front entrance Steps outside KS2 classrooms (CR0105) 			
Door ironmongery	Rob Giampaglia	To provide tonal contrasting to external door handle for classroom CR106	£50	Autumn 2016	Door handle is contrasting
External hazards	Rob Giampaglia	To paint support poles in nursery and foundation areas in contrasting colours so more distinguishable from surroundings	£100 cost of paint	Autumn 2016 and ongoing	All possible action has been taken to minimize external hazards
Disabled Toilets	Rob Giampaglia	To add appropriate length pull cords in disabled toilet in KS1 block – WE WERE TOLD WE DIDN'T NEED TO DO THIS AS ALL PUPILS USING A DISABLED LOO IN KS1 ARE ACCOMPANIED BY AND ADULT			
		To add coloured border around grab rails and fixtures in disabled toilet in main building To review use of disabled toilet in nursery	£50 N/A	Autumn 2016 Autumn 2016	Greater visibility of grab rails Disabled toilet is accessible to those needing access to it
Vision Panels	Alison Newton	To remove obstructions to vision panels throughout school ie. Platform lift & doors to reception classrooms	N/A	Autumn 2016	Vision panels are no longer obscured
Reception	Katie Wyatt	To review seating and consider removing table To ensure doorbell is working To consider hearing loop	Cost to be investigated	2019	More space is available in the school entrance and is more easily accessible
Doorways	Katie Wyatt	To review the use of mats and ensure they are flush to the floor	£500	2016	Mats are no longer potential trip hazards or impeding access
Redecoration	Rob Giampaglia	To brighten the library/KS2 circulation area by lightening the colours of the walls whilst retaining tonal contrast for doors surrounds, fixtures and fittings. Look at removing window coverings. Review lighting.	Part of redecoration programme	2017	Enhance area and make route more visible.

Commented [e1]: Just need to think about if a visitor was using the toilet or a parent?

ACCESS TO THE WRITTEN INFORMATION					
Accessibility of School's website	Hannah Lewis	To review the school's website and ensure options are available to change font, colour, use QR readers, etc	£200	2016	School website and other publications are accessible to more people in the school community
Policy for all school correspondence	Hannah Lewis	To review all school correspondence – looking at font and layout and agree school wide policy	N/A	2016	Clear, consistent and reader friendly format for all school correspondence
Raise school staff awareness of alternative formats	Hannah Lewis/Sue Julyan	To ensure that all staff and parents are aware of services available for providing alternative formats To provide signposts on how & where to access the services	N/A	2016	Staff are aware of how to offer information in alternative formats
Raise 'readers' awareness of alternative formats available	Hannah Lewis	To promote alternative formats through all communications: <ul style="list-style-type: none"> add footnote to newsletters, etc on how to access alternative formats make documents available on website 	N/A	2016	Information accessible to all
Extend use of Communicate & Print	Katie Wyatt	To provide visual timetables for Key Stage 2	N/A	2016	Key Stage 2 children with vision impairments or reading difficulties can access their timetable independently
Fire Safety posters	Katie Wyatt	To review and replace signage to give more tonal contrast (currently black print on red background) – check guidance for more appropriate colour scheme	N/A	2016	Fire signage easier to read