



Tickford Park Primary School

Disability Equality Scheme and Accessibility Plan

Date: October 25

Person Responsible for Policy:

Date of Approval:

Approved By:

Cycle of Review: Every three years

Date Next Review is required: October 28

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Tickford Parks Principles:

1. Compliance with the Equality Act is consistent with the school's aims and Single Equality Scheme, and the operation of the school's 'Special Educational Need & Disability' policy (SEND).
2. The school recognises its duty under the Disability Discrimination Act (DDA) - as amended by the Special Educational Needs & Disability Act (SENDA).
 - The school will not discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services.
 - The school will not to treat pupils with a disability less favourably.
 - The school will take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
3. In performing their duties, governors and staff will have regard to the Equality Act 2010.
4. The school recognises and values parent's knowledge of their child's disability, and its effect on his or her ability to carry out normal activities, and respects the parents and child's right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aims	Current good practice	Objectives	Responsibility	Time Frame	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a scaffolded curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>Implementation of Assessment for All – assessment tool for those children not working at National Curriculum levels</p> <p>SENCO to assess the needs of staffing and support with training opportunities and in house CPD</p> <p>Increased use of technologies to support children with learning difficulties.</p>	<p>All teachers – overseen by SENCO and Head Teacher</p> <p>EVC lead to monitor accessibility for clubs, residential and educational visits.</p> <p>Reports made to governors</p>	On going	<p>Children continue to make good progress against the assessment tool</p> <p>Staff access training where necessary – reflected in good practice.</p> <p>All children are able to participate in all aspects of the school, unless there is a considerable safety risk</p>

	<p>Children have access to specialist equipment such as ear defenders and writing slopes.</p> <p>All children have access to after school clubs, educational visits and residential trips</p>				
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Aims	Current good practice	Objectives	Responsibility	Time Frame	Success Criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps Corridor width Disabled parking bays – parents with disabilities have access to this parking bay at pick up and drop off times Disabled toilets Yellow lines for the visually impaired</p>	<p>To ensure that the school grounds are accessible to all.</p> <p>To ensure that all children and parents have access to all facilities, including toilets</p>	<p>Site team Governing body</p>	On going	All children and adults can access all areas of the school comfortably.

Aims	Current good practice	Objectives	Responsibility	Time Frame	Success Criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Large print resources Pictorial or symbolic representations Translation tool available on class Dojo Use of technology</p>	<p>To ensure that all parents, can access information</p> <p>To ensure that parents who are unable to attend school, due to a disability, are offered online or telephone consultations</p>	<p>Class teachers SENCO Head teacher Office staff</p>	<p>On going</p>	<p>All parents are well informed</p> <p>Those parents with disabilities are offered alternative means of attending consultations</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the school SENCO- Mrs Samara King

It will be approved by Grand Union Partnership board of trustees

5. Links with other policies

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

- School Improvement Plan
- SEND policy
- Safeguarding and Child Protection policy
- Equality Information Policy & Objectives
- Relationships & Behaviour policy
- Curriculum policies.