



TIMU
ACADEMY
TRUST

Policy Document for: Accessibility

Approved by Directors: June 2017

Reviewed: December 2019

Due for next Review: December 2022

The Schools within the Timu Academy Trust strive to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is *“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse 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 pupils’ every day lives.

We recognise:

our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001): *“from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services*”*

Schools must:

1. not treat disabled pupils less favourably and
2. take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty).
3. school governors have the duty to publish Accessibility Strategies and Plans.

****Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, access to school facilities, of pupils, homework, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam***

arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

SCOPE OF THE PLAN

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

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services:

(a) It is the aim of the Timu Academy Trust to constantly update and improve the physical environment of the schools therein and also the physical aids to access education. The physical environment includes such things as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way finding systems.

Bobbing Village School

There is reasonably good access to all parts of the school. The main site is flat or ramped and there is sufficient access to all main parts of the building through the main entrance, the side entrance which leads to the library area. Access to other areas and in particular the entrance to KS2 part of the school can only be accessed through a suitable incline for wheelchair users.

All entrances have doors wide enough for wheelchair access and all door handles are at an acceptable height for reach.

Access to the front playground area is level. There is also right of entry for disabled pupils into the private Reception area playground as this has ramped access from the year R and year 1 classrooms. The access to the bottom playground is down a gradual decline or a ramped path. Access to the school playing field is level and there is covered seating area if required.

All disabled pupils, parents and staff have access to classrooms, however the year 3 and 4 classrooms are only immediately accessible from the rear playground via steps but can be accessed from other areas within the school building.

Staff car parking is located in a level, enclosed area to the front of the school and there is also a lay-by right outside the main entrance which could be used. This is level and has suitable ramps in the pavement for easy access to the school entrance.

Parents of disabled pupils have also been advised that they may use this area when bringing/collecting their children from the school.

There are disabled toilets and washing facilities in the school at ground floor level which are easily accessible from all areas of the school at any time.

Iwade School

There is very good access to all parts of the school. The main site is flat or ramped and there is sufficient access to all main parts of the building through the main entrance, the side entrance which leads to the hall area. Access to other areas and in particular the entrance to KS1 and Yr R part of the school can also be accessed easily.

All entrances have doors wide enough for wheelchair access and all door handles are at an acceptable height for reach. All main doors are double or extra wide doors which give easy access to wheelchair users.

The reception playground is on 2 levels, with connecting steps. All reception classes have direct level access to the lower level, with access to the upper level via the steps or by exit from the year one Ocean community classroom, which itself can be accessed by a lift.

The access to the main playground from the KS1 and KS2 Forest and Sky community classrooms is stepped. There is also a ramp available suitable for wheelchair users. Years 1 and 2 in Ocean community classrooms can access the playground on the level. Years 3, 4, 5 and 6 in Ocean community classrooms are on upper levels and have access via a stairway or lift. It is school policy that any staff or pupils with a disability or mobility issue are not placed in these upper classrooms.

All disabled pupils, parents and staff have easy access to classrooms, rest rooms and toilet facilities. Corridors are wide and easily accommodate wheelchair use.

The main staff car park is level and has easy access to the main entrance which has an electronic entry system.

Parents of disabled pupils and/or disabled parents are also advised that they may use this area when bringing/collecting their children from the school.

The main car park has designated disabled parking which gives easy access to the school building at either the front or side entrances. The entrance to the car park to from main school gate is a slight incline with suitable kerbs and paving.

There are disabled toilets and washing facilities in the school at ground floor level which are easily accessible from all areas of the school at any time.

(b) Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialised desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The Timu Academy Trust

The two schools within Timu Academy Trust have access to all the above and these may be distributed to pupils across the Timu Academy Trust as required. CT aids include specialist keyboards, computer screens and mice together with special antiglare screen covers and colour acetates for computer workstations for pupils with eye problems. Sloped writing boards in the classrooms and specialist chairs are available. Alphasmart portable computers have also been purchased for pupils with poor motor skills/hand-eye co-ordination together with specialist pen/pencil holders.

(c) Of course in all cases, the recommendations of the appointed Special Educational Needs (SEN) Co-ordinator will be taken into consideration.

As a Trust, we aim to ensure that the needs of our disabled pupils, parents and staff, are taken into account at all times. Nevertheless, advice will be sought from the SENCO with regards to the specific needs of individual special needs pupils. This planning duty relates to the provision of aids or services in terms of the population (and future population) of the Trust. The SEN route however, relates to the individual. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the Trust might, as a general measure, provide blinds and adjustable lighting through the planning duty. This must be taken into consideration at all times.

2. Increase the extent to which disabled pupils can participate in schools' curriculums.

It is the aim of the Trust to constantly review and improve where possible access for all pupils to a full, broad and balanced curriculum. As already stated, this covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The Trust will continue to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. It is our intention to ensure that the accessibility strategies and plans are in direct response to the changing needs of the school population and also to the particular needs of individual pupils as they join the school.

3. Improving the delivery of information to pupils with disabilities

The staff within the Trust will ensure that information normally provided by the school in writing to the pupils, such as handouts, timetables, textbooks, information about school events etc is made available to disabled pupils in a format that they can understand. Where necessary, we will ensure that alternative formats are available such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information will also be made available within a reasonable time frame and take account of the pupil's disabilities and pupils' and parents' preferred formats.

At the present time there are no pupils, staff or parents who require alternative formats as stated above, which cannot be delivered on a one to one basis by staff but again guidance from the SEN Co-ordinator will be sought by the Trust in response to the particular needs of individual pupils within the schools.

Other related School Policies

Equality for disabled pupils is included as an explicit aim in all of the Trust's Policies and is supported by the Trust's other Policies including:

- Equal Opportunities
- Behaviour
- Admissions policy/criteria
- School Development Plan

- School Asset Management Plan
- School trips and excursions
- SEN
- Exclusions

AIMS

The Trust aims to include all pupils including those with disabilities in the full life of the School therein. Our strategies to do this will include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama.
- Planning out of school activities including all school trips and excursions so that pupils with disabilities can participate.
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non teaching) through a programme of training.
- By providing written information for pupils with disabilities in a form which is user friendly.
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- By examining our library and reading books to ensure that there are examples of positive images of disabled people.

Actions to ensure equality for pupils with disabilities

1. We shall ensure that the disability audit becomes part of the school improvement plan and that the policy is known to all teaching and support staff, pupils and parents. This will be reviewed every 3 years.

2. The Trust will monitor the impact that the plan as had on the achievements of pupils with disabilities in liaison with the Special Educational Needs Co-ordinator for the Trust and also the impact of the physical needs of our disabled pupils/staff through the Local Governing Bodies.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Monitoring

The Trust recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning

We will monitor:

- Admissions
- Attainment
- Attendance

- Punctuality
- Rewards
- Sanctions
- Exclusions
- SEN Register
- Setting/Groups
- Effects of Literacy and Numeracy Strategies
- Selection and recruitment of staff
- Governing Body and Trustee representation
- Parents attending consultation meetings.