



TIMU ACADEMY TRUST

Policy Document for: Accessibility
Reviewed: December 2020
Due for next Review: December 2023

Edited March 2021 – Sept 2021 – January 2022 – February 2022

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The purpose of the plan is to:

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

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.

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.

Aims

The Trust aims to include ALL pupils 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 all pupils can participate, regardless of barriers
- 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 all pupils
- Planning the physical environment of the school to cater for all needs
- Ensuring the resourcing for the playground is inclusive
- Ensuring our offer of extra curricular activities (after school and lunch time clubs) are fully inclusive for all pupils and informed by pupil voice
- Raising awareness of SEND amongst school staff (teaching and non-teaching) through a programme of training.
- By providing written information for pupils of all ages and stages of development – using resources such as Communicate in Print
- 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 they are inclusive of all children

See also the Equality information and objectives document which sets out our current priorities which is informed by [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/Equality_Act_Advice_Final.pdf)

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.

Current makeup of the schools (January 2022) are:

Schools (2)	Pupils	Boys/Girls	SEND Provision
Bobbing Village School	208	53% Male / 47% Female	5% SEN Support
Iwade School	626	52% Male / 48% Female	11% SEN Support
Totals	834	52% Male / 48% Female	10% SEN Support
Legend		■ Male ■ Female	■ EHC Plan ■ SEN Support

Scope of the plan

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

1a. 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:

It is the aim of 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.

A 3 yearly accessibility audit is undertaken to support identification of areas which require further development. The Trust considers accessibility when planning building works or refurbishments.

A health and safety culture is embedded in the Trust, recognised by the H&S award received in Summer 2020. This means that there is a high level of awareness of issues which would represent a hazard – such as coats and PE bags on the floor (trip hazard), keeping routes clear, the need for evacuation plans, up to date training and so on.

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.
- All classrooms are being fitted with automatic closers on the main classroom door so they can be held open during the school day but will close automatically in the event of a fire
- 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.
- The disabled parking space is directly outside the main reception entrance
- 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.
- New equipment chosen for children to use at playtime/lunchtime is purchased and fitted to ensure equity for all such as the stage being installed will be on playground level.
- The new courtyard build at Iwade – offering hall provision and a new library – is fully accessible for all pupils and staff with level access.
- The upgraded fencing and security system at Iwade has been installed with DDA in mind so that it is accessible for all parents and visitors with mobility issues

1b. Physical aids to access education cover things such as IT equipment, specialist furniture and resources

The two schools within Timu Academy Trust have access to a range of specialist resources and these may be distributed to pupils across the Timu Academy Trust as required. This is considered on an individual basis and through working with wider agencies as needed so the needs of the child can be met.

The schools can also request specialist arrangements for assessments e.g. KS2 SATS (extra time, use of amanuensis, large print papers as necessary).

This includes:

- Clicker 7 programme on 10 laptops (to support typing work rather than writing)
- Easy graph pens and pencils
- Voice recorders
- Specialist chairs
- Sloped writing boards

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 their EHCP, 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.

The **equality information and plan** sets out how the school sites are adapted to meet the physical needs of pupils and staff with mobility disabilities. The Trust also has a wellbeing policy which is being adapted to include consideration for women who are going through menopause and the support that the Trust offers.

See also the **SEN Policy and Information report** for full details.

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

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 and staff information and training.

- When children start in school, information is gathered ahead so that we can put into place what will be
- Information about the needs of pupils is shared with relevant staff, with support from the Inclusion team
- Individual Learning Plans are created as needed, which are reviewed every 6 weeks with the class team, SENCo and a senior member of the team
- Speech and Language is delivered through working with an external specialist and experienced staff in school
- Communicate in Print resources are made available, along with use of visual timetable

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.

- Any child with a mobility issue – acute or chronic – will have a Personal Emergency Evacuation Plan written so they can evacuate safely. Risk assessments and/or Health Care Plans are written for children with additional needs such as food allergies. Staff are epipen, asthma and epilepsy trained and aware.
- Risk assessments are considered and adaptations made to ensure that pupils with SEND can access all elements of the provision, school trips, PE and school clubs.
- Class facing staff receive ongoing training on a range of SEND needs such as dyslexia, dyspraxia and Irlen to raise awareness and inform staff as to best practice.
- Class staff receive ongoing training on SEND and making reasonable adjustments – such as adapting the behaviour policy to adapt to the needs of individual pupils

Our curriculum rationale, formed with all the class facing staff is:

At TIMU our evidenced-based curriculum is well planned, flexible and matched to the needs of our children to ensure the depth of coverage and progression allows our pupils to gain the knowledge and skills necessary to succeed throughout their lives.

The principles for our curriculum are:

- To develop **independent, collaborative, resilient** and **curious** learners who are **critical thinkers** which enables them to develop and adapt to our ever changing world
- To be respectful, socially aware, well-mannered and environmentally conscious for the benefit of society and our planet
- For all children to be **fluent and avid readers**, with opportunities to **develop and build their vocabulary**, so that all children regardless of their background or barriers can access all areas of the curriculum

- To provide opportunities to engage parents and carers in supporting and developing their children, both in school and at home to develop a love for learning
- To allow and encourage flexibility and support, to cater for pupil needs and interests
- To use a STEAM (Science, Technology, Arts, Engineering & Maths) approach to enable children to make links in their learning, deepen their understanding, motivate and inspire
- To enable our children to develop their critical thinking for all aspects of their lives

Our curriculum offers physical, academic and practical approaches to accommodate all kinds of learners. It also allows our teaching staff to work collaboratively, to develop flexible, immersive and exciting lessons, which enables all our children to flourish. This approach means that all children can access the curriculum, with their work presented in different ways (not necessarily written) so SEND barriers do not reduce their accessibility and the children's opportunities.

All clubs – both lunchtime and after school – are fully inclusive, with pupil voice informing what is on offer.

The PE curriculum is being adjusted to include a specific, progressive topic focusing on Inclusive Games – such as archery, bowls, boccia and disc golf and games for reduced vision (roller ball, speed stacks, blind football). This is to teach children empathy and greater understanding, as well as ensuring the curriculum is fully inclusive.

The staff are all learning to sign using BSL through regular, short inputs at staff meetings to support children with Speech and Language barriers, as well as anyone with hearing difficulties.

All members of staff and children have an Office 365 account so that they can work digitally. Office 365 includes Immersive Reader which can read aloud and offer other settings to increase text size, change screen colours and highlight only a few lines of text at a time to support accessibility. Staff have been trained in using Immersive Reader and so they can support pupils and parents with additional needs.

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 through IT means such as Immersive Reader. 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.

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
- Effects of Literacy and Numeracy Strategies
- Selection and recruitment of staff
- Governing Body and Trustee representation
- Parents attending consultation meetings.