

# TUTSHILL CHURCH OF ENGLAND SCHOOL

## Accessibility Plan (Teaching & Learning Policy)

*'Love One Another, Know Ourselves, Believe and Grow'*

**Date: Summer 2022**

**Review Date: Summer 2025**

### Ethos

At Tutshill, we are committed to providing an outstanding education to all, regardless of need or disability. We work hard to overcome potential barriers to learning in order to support every child to succeed academically as well as socially and emotionally to become a life-long learner and well-rounded children (using our Christian **values** and **learning behaviours**). Additionally, we intend to support children to understand issues that are prevalent in society—both in Britain and the wider world in order to become **global citizens**. All subjects are differentiated through our understanding of **meta-cognition** as an awareness of an individual's own thought processes and ability to reflect on the way that they think and learn.

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the Governing Board of Tutshill C of E Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the local authority must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff

- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils

**Relationship to Other Policies**

Child Safeguarding Policy

Inclusion Policy

SEND Policy

Health and Safety Policy

Race Equality Policy

Equal Opportunities Policy

**Equality / Inclusion**

The school recognises that it has to make special efforts to ensure that all groups prosper regardless of their sex or gender, age, sexual orientation, marital or parental status or other family circumstance, race, ethnic or national origin, colour, creed, disability, it includes those with special educational needs; those who have difficulties accessing the school or services; those who speak English as an additional language; those who have frequent moves and lack stability leading to time out of school (e.g. children in care); those who as children are caring for others; who come from homes with low income and/or inadequate home study space; those who experience bullying, harassment or social exclusion; those with low parental support or different parent expectations; those with emotional, mental and physical well-being needs; those who exhibit challenging behaviour and those who come from ethnic minority groups including travellers, refugees and asylum seekers.

**Policy reviewed in accordance with DDA.**

**Document reviewed by F&R Committee**

**Name:** ..... (Governor)

**Signature:** .....

**Date:** .....

Objective	What do we do now?	What will we do?	By when and by who?	What will it look like when achieved?
<p><b>Increase the extent to which pupils with disabilities can participate in the school curriculum.</b></p>	<ol style="list-style-type: none"> <li>1. We use teaching strategies to enhance learning and participation in a broad and balanced curriculum.</li> <li>2. We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>3. We review and adjust our provision dependent on the needs of individuals.</li> <li>4. Fizzy programs provided in line with Occ Health advice.</li> <li>5. Staff follow the procedures both for the storage and administration of medicines to pupils.</li> <li>6. Procedures are in place for clearing away blood and other bodily substances.</li> <li>7. First Aid and paediatric trained staff throughout the school ensuring better than adequate provision at all parts of the day and on trips.</li> <li>8. Access training through GCC and other external agencies in Gloucester and Monmouthshire to ensure trained staff are</li> </ol>	<p>Ensure there are a range of learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Engage with SEND weeks in school.</p>	<p>SENDCo February 2023</p> <p>2022-2023</p>	<p>Children have an increased awareness and understanding of a variety of SEND needs.</p>

	<p>present.</p> <p>9. Invite those with disabilities in to school to highlight successes- Paralympians</p> <p>10. School visits- coaches are requested when needed to accommodate wheelchair users.</p>			
<p><b>Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.</b></p>	<ol style="list-style-type: none"> <li>1. Visual Impairment audit- to ensure all areas of the school are accessible to those with visual impairment- GCC visual impairment team has conducted a site audit and are satisfied that all areas are compliant. E.g. Window dots</li> <li>2. Disabled toilet- the whole school is single level with ramped access, this means there are two toilets wheel chair users can us, main office corridor and next the Reception classroom.</li> <li>3. Ramped access, the school is single level and can be accessed via playground. Should a visitor need to access the main office there is ramped access leading to the office. In addition, we have kerb ramps in the step from the pavement to site is too great.</li> <li>4. Plans to further develop the building take DDA issues in to account.</li> <li>5. Liaise with external agencies to make reasonable adjustments to school facilities to support children’s needs. E.g. height of tables,</li> </ol>	<p>Work with LA and architects when planning modernisations.</p> <p>A site audit to be conducted to ensure still working within guidance/regulations</p> <p>Create disabled parking space for use of staff or visitors to the school.</p> <p>Update toilet block in KS1 and drainage in reception</p>	<p>When needed/required.</p> <p>2023-2024</p> <p>When needed</p> <p>2022-2023- Toilet block and reception class room</p>	<p>The building continues to be accessible for all where possible.</p> <p>Reserved bay when informed in advance. Bay alongside wall to be released if needed.</p>

	toilets.			
<b>Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities</b>	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Research the possibility of producing materials in braille and other formats for those with disabilities.	Ongoing	Format of documentation altered appropriately.