



# Temple Mill Primary School

## Accessibility Plan

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Policy Scope:	Temple Mill Primary School
Responsibility:	Local Governing Body
Date Adopted:	November 2017
Review Frequency:	Every 3 years
Review Date:	November 2020

## **. 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 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.

At Temple Mill Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Temple Mill Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

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.

We will work with any and all appropriate agencies in the implementation of this plan including but not exclusively – THAT, Medway and the DfE.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, governors, THAT

## **2. Legislation**

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### 3. Action plan

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

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• <i>Ensure all staff (support staff in particular) have specific training on disability needs especially those pertaining to our current cohort (ASD, ADHD, HI)</i></li> </ul>		Headteacher	Autumn term 2017	
	<ul style="list-style-type: none"> <li>• <i>Ensure all staff (teaching and non-teaching) are aware of disabled children's curriculum access</i></li> </ul>		Headteacher	Autumn term 2017	
	<ul style="list-style-type: none"> <li>• <i>Ensure that sound system is put in place for HI pupil in Year R</i></li> </ul>		Headteacher	Autumn term 2017	
	<ul style="list-style-type: none"> <li>• <i>Review curriculum areas and planning to ensure that disability issues are included</i></li> </ul>		Curriculum Leader	July 2018	
	<ul style="list-style-type: none"> <li>• <i>Build links with Abbey Court Special School (located on same site)</i></li> </ul>		DHT ic of Inclusion	From Autumn term 2017	
	<ul style="list-style-type: none"> <li>• <i>All children identified as having a disability to have a school based plan created</i></li> </ul>		DHT ic of Inclusion	As required	

Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• <i>Check all school entrances and exits for</i> <ul style="list-style-type: none"> <li>i. <i>Wheelchair accessibility</i></li> <li>ii. <i>Adapted pram/buggy accessibility</i></li> <li>iii. <i>Review onsite parking arrangements for stakeholders and visitors with physical disabilities</i></li> <li>iv.</li> </ul> </li> <li>• <i>Check fire exits are appropriate for wheelchair and adapted pram/buggy users</i></li> </ul>		<p>Site manager supported by THAT facilities manager</p> <p>Site manager supported by THAT facilities manager</p>	<p>Autumn term 2017 and quarterly from there</p> <p>Autumn term 2017 and quarterly from there</p>	
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> <li>• Signage around school to be in other languages and Braille if cohort needs deem that to be required</li> <li>• Target relevant parents with discussions during parents evening or by inviting them in regarding access to information and how any adaptations can be made</li> </ul>		<p>DHT ic of Inclusion</p> <p>DHT ic of Inclusion</p>	<p>Review Sept 2017</p> <p>As required</p> <p>Annually</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 approved by The resources committee (including the HT)

## **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy

