



Tregony Community Primary School

Part of The Roseland Multi-Academy Trust

Accessibility Plan (Statutory)

Approved: Autumn 2023

Date of Next Review: Autumn 2024

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Introduction

- a. Disability Discrimination Act 1995 (as amended) - The requirement to plan our support for disabled students originally arose from the planning duties at Sections 28D and 28E, which required schools to draw up accessibility plans to improve access to education over time.
- b. Equality Act 2010 - The requirement to plan was replicated in the Equality Act and schools must:
 - improve the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided;
 - increase the extent to which disabled students can participate in the curriculum;
 - improve the availability of accessible information to students with disabilities.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. This policy is dynamic and can change at the discretion of the Headteacher and Trustees to accommodate the needs of each individual.

Key Aims

Tregony Community Primary School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

To increase accessibility and/or inclusion to our setting's environment, curriculum and information and ensure participation in the school community with pupils with a disability.

Current state

- a. **Physical environment** - Tregony Community Primary School has considerable movement around the site by those students and staff with physical impairments and has considered the needs of those requiring hearing and sensory support, including:
 - one level environment, requiring no steps or lifts
 - wide gates and doors
 - pavements and paths allow full access to different learning areas
 - new pavements, paths and safe crossing areas have been added with the heightened visibility and accessibility
 - accessible parking is available in the car park, with closest spaces to the entrance being reserved for those with disabilities
 - uniformed signage throughout the school, high visibility of the signage
 - lighting in all areas to ensure safe movement throughout the site
 - toilet facilities are available in each Key Stages and an accessible toilet is available to all
 - desks and chairs in the classroom can be moved to arrange the learning space to access learning fully
 - classrooms and learning spaces except from the Hall have been carpeted to improve acoustics
 - Hall layout for lunch time is wheelchair friendly

- additional outdoor seating spaces to provide environmentally friendly, long-lasting and easy to access seats across the school site
 - SEN Cornwall provides training opportunities for staff to support young people with hearing and/or visual impairment; the mutual collaboration enables the consistent review of the learning environment for all young people.
 - Collaboration with Visual Impairment Teams and Hearing Impairment Teams during as part of transition and educational accessibility provision reviews
- b. **Participation in the curriculum** - Tregony Community Primary School works with students, their parents/carers and specialists to provide the appropriate support to our current students, including:
- where their condition prevents students from attending the school, should we need to, we will engage and resource the Children’s Hospital Education Service;
 - creating Individual Health Care Plans to personalise the accessibility to the curriculum and learning when supporting student’s medical needs
 - regular communication with parents about school events, attendance, progress and welfare through parents’ meetings, Google Classroom, Tapestry for EYFS and email communication;
 - Google Classroom is used as a platform for remote learning to provide home learning in the case of unforeseen school closures and/or exceptional circumstances;
 - auxiliary aids have been provided, laptops and tablets to support learning; equipment to access learning in and out of school – writing equipment, revision materials;
 - Family Learning: this well-established initiative engages families in their children’s learning and through specific events the academy shares all the key information regarding learning, revision and life skills to promote progress through an active and a highly personalised collaboration;
 - Safe spaces created within the school which is a TIS (Trauma Informed School) area with resources to support pupils;
 - Majority of staff have undertaken basic TIS (Trauma Informed School) training and we have one specialist trained TIS Practitioner;
 - Dyslexia screening is deployed to support learning and identify pupils;
 - Parent Support Advisors enrich the transition provision to positively support the movement from primary to secondary education across The Roseland Multi Academy Trust (The Trust) and beyond.
 - There is a designated SENCo for the Primary Schools’ within The Trust;
 - A range of subject specific interactive digital learning programmes facilitate the access to learning on school site and through remote learning
 - All students have a school email account through which they can safely communicate with their peers and staff to access additional support and resources to further their learning;
 - A range of ICT facilities to support students’ life skills and access learning through a varied diet of activities;

Making information accessible:

- Our in-house printing capability can produce large-print versions of learning resources whenever required;
- coloured overlays are used to assist students with reading impairments;
- Dyslexia friendly classrooms;
- Literacy Boxes in each classroom to support learning: rulers, highlighters, jotters, overlays;
- Maths Boxes in each classroom to support pupils' abstract awareness through the use of physical resources;
- Chromebooks, iPads and laptops often form a part of learning and support students' life skills;
- Google Classroom supports students to access all the information about a subject, learning and assessments over time;
- Knowledge organisers to show pupils and parents know the key concepts of each subject being taught;
- Concession testing to maintain equal access arrangements for the examination processes in Years 2 and 6;
- Information on assessment and revision is shared through Family Learning sessions that are supported by copies of information shared on the website.

4. Our plans

a. Physical environment:

- To obtain a wheelchair from the Nursing Team or Red Cross if necessary;
- To engage in student council meetings about potential barriers to maintain the accessibility to learning as much as possible.

Strategies:

- Reviewed through weekly staff meetings and regular Learning Walks by the Headteacher
- Conduct additional risk assessments for any trips and school events to support young people with any additional requirements;
- Conduct additional risk assessments for any trips and school events to support pupils with any additional requirements;
- Create and circulate PEEPs - Personal Educational Evacuation Plans - for young people who may be, however temporarily, in the need of additional assistance or guidance in the case of emergency, such as a fire drill, evacuation where necessary;
- Liaise with the external partners and families to review the accessibility to the needs of the new students as appropriate;
- Provide additional training and CPD for staff to maintain the accessibility for all students and those with specific requirements as the needs emerge;
- Gradually explore and develop the use of visualizers to help all students access the learning.

b. Participation in the curriculum:

- To continue to work with pupils, their parents/carers, SENCo and specialists to provide the appropriate support to meet the evolving needs of current students and the specific needs of new students.

- To explore new ways of working to maintain the accessibility and students' achievement and wellbeing.

Strategies:

- Students with SEN and their parents/carers are actively involved in their Student Achievement Plan reviews and EHCP reviews.
- Students are formally assessed every term alongside low stake assessments.
- Their new needs emerged through a range of systems: reading age tests, end of unit tests, parental discussions, staff observations, dyslexia screening, low stake quizzes, assessment of prior learning, student discussions in learning conversations – all staff responsible per their roles.
- Monitoring of students successfully participating in the curriculum: learning walks, student voice, pastoral and curriculum meetings – Headteacher and class teachers are responsible for monitoring and sharing the information appropriately.
- Monitoring of students successfully participating in the curriculum: learning walks, student council, curriculum meetings, SIP visits, MIP visits, Trustee monitoring visits and partner schools – staff are responsible for monitoring and sharing the information appropriately;
- The use of visualisers by staff to model the learning and relevant steps.
- Develop and share current learning with all the stakeholders to make the learning intent even more accessible and clear.

c. Making information accessible:

- To continue to provide an in-house printing service that can quickly produce learning materials in a range of formats to meet the perceived current and future needs, and to outsource to specialist organisations where this is not achievable;
- To continue to embed informal meet and greet sessions for pupils with Special Educational Needs for their parent/carer to attend with them;
- To facilitate the use of iPads/chromebooks and laptops to empower students to access information in the scale and format that best suits their needs;
- To maintain the active use of school emails as a mode of communication to support students;
- To use Google Classroom to support students, provide curriculum information and to engage parents/carers about study beyond the classroom;
- To use the school website and the school facebook page to share the latest information and curriculum coverage and how to support your child at home;
- To keep in contact with parents through the school website, school Gateway, Tapestry and/or school Facebook regarding important information, praise and sanctions and to keep parents/carers involved fully.

Strategies:

- Collaboration and evaluation of all the teaching and learning developments through the established systems to maintain their effectiveness;
- Through Family Learning and school communication to share the developments;
- share information on the website, update it appropriately regarding events, curriculum information