



Rainbow Education Multi Academy Trust

Townfield Primary School

Policy number: 119

Accessibility Plan



Legislative Context

This plan is constructed in compliance with:

Equality Act 2010: Schedule 10, Paragraph 3

Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005 and advice provided in Accessible Schools: Summary Guidance June 2002.

Our School Mission: At Townfield we promote:

- Look after yourself
- Look after each other
- Look after our school

This plan should also be seen in relation to the following school documents:

- SEND Policy
- SEND Information Report
- Supporting pupils in school with medical conditions policy and procedures

The plan refers to our school's aim to further improve equality and inclusion and also focus on the following statutory

- **Access to the curriculum:** increasing the extent to which all pupils can access the curriculum.
- **Access to the school environment:** improving the physical environment of the school for the purpose of increasing the extent to which all can take advantage of education and benefits, facilities or services provided or offered by the school.
- **Access to information:** improving the delivery to disabled pupils of information, which is readily available to pupils who are not disabled.

The plan outlines short, medium and long-term targets covering the period 2021 to 2024. A series of actions have been proposed to improve access; these have clear actions, person(s) responsible, intended outcomes and monitoring and review dates.

The plan will be reviewed annually.

Townfield has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

The special educational needs policy, SEN information report, Local Offer and publication of equality information can be accessed via the school website www.townfieldprimaryschool.co.uk or alternatively ask for a paper copy at the school office.

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The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Access to the curriculum

Aim - to increase the extent to which disabled pupils can participate in the school curriculum.

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	Ensure all pupils with SEND have access to a strong curriculum with adaptations where appropriate	Staff training Monitoring of books and lessons	Termly	Staff aware of individual pupils' access needs.	Pupils with SEND are meeting the same endpoints as their peers
MEDIUM TERM	Ensure pupils with significant and or complex SEND needs have an appropriately adapted curriculum and support	Staff training	termly	Teachers plan effectively for pupils with complex needs. TAs are appropriately trained.	All support staff receive regular outreach training and attend CPD

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LONG TERM	To ensure families have regular access to support, information and training	Outside agencies delivering training Early Help support	termly	Parents have received appropriate training to meet the needs of children	Regular workshops, online events and meetings scheduled in line with feedback from families
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Access to the environment

Aim : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Priority	Strategies	Timescale	Outcome	Progress
SHORT TERM	School to ensure adjustments have been made to the environment to enable full access.	<p>SENCo to audit school access arrangements</p> <p>SENDCo to liaise with Site manager and SLT</p>	termly	<p>Pupils have access to quiet, safe spaces when required.</p> <p>Pupils and staff can navigate school in an emergency.</p>	Pupils are well regulated and can access learning
MEDIUM TERM	Ensure that consideration is given when planning trips and residential for SEND pupils so that they have access to provision	<p>Pre-visit and RA to be Completed.</p> <p>Discussion with parents re; adaptations.</p> <p>SENDco to liaise with Trips and Visits coordinator</p>	Termly	Pupils are able to access trips and residential	Pupils with SEND have attended all visits available to them

LONG TERM	Pupils with SEND have greater opportunities to attend extra trips/visits/clubs to enhance curriculum	SEND specific trips. Priority access for pupils with SEND. SENDCo and PE Coordinator and Trips and Visits coordinator to liaise.	termly	Pupils with SEND have full access to are able to access trips, visits, clubs and residential	Some priority places with pupils with SEND available
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Access to written information

Aim: To improve the delivery of information to disabled pupils and parents

	Priority	Strategies	Timescale	Outcome	Progress

SHORT TERM	To ensure that communications with parents are clear and explicit. To value the contributions made by parents and to encourage their participation in their child's education	Updated SENCO tab on website with access to policies, information, meetings and contact. Monthly SEND info from Rainbow	Monthly	Improvement of information to Parents of SEND pupils. Website is compliant in terms of accessibility	Website updated and statutory documents made easier to access.
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MEDIUM TERM	Termly communication with parents on progress of SEND pupils using one page profiles (OPPs)	Half termly SEND updates for staff with opportunities to update targets.	Termly	Parents are informed of pupil progress against individual targets	Parent are more informed
LONG TERM	Parent have access to a wider range of professionals to support pupils with SEND	Parent meetings Regular newsletters Regular signposting to events, webinars, courses. Early Help ADHD Foundation ASC Team support Inclusion team support	Termly	Parents and pupils are supported by school.	Strong links with ADHD Foundation, Orreets Meadow, S&L Service, Koala Northwest, ASC Team, Inclusion Team, Cre8ting Communities.

This accessibility plan and the outcomes will be regularly reviewed to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

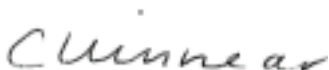
Signed by

Debbi Jeffrey SEN Governor – Date: Jan 25 Signed by



Head Teacher, Mrs M Loftus Date: Jan 25

Signed by



SENCo – Mrs C Kinnear Date: Jan 25

This policy will be reviewed annually and updated every three years.

