

Turnfurlong Infant School

Accessibility plan

March 2019



Approved by:
Premises and
Finance Committee,
Turnfurlong Infant
School

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1. 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.

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. In September 2013 we became a Co-operative Trust School. We work in partnership with Turnfurlong Junior School and The Grange School as the Aylesbury Learning Partnership.

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.

2. 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 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	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>All children are introduced to BSL through weekly 'Sing and Sign' assemblies</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p><i>To develop the role of Teaching Assistants in delivering effective support and challenge for children with SEND</i></p> <p><i>To provide training to relevant class teachers from specialist teaching service re specific sensory impairment</i></p>	<p>TIS to actively engage with Aylesbury Town Liaison group 'Side by Side' project: 'Maximising the impact of Teaching Assistants'</p> <p>Teacher and SENDco to meet with specialist teachers from BCC as part of the 'plan-do-review' cycle.</p> <p>Teacher and SENDco to involve specialist teacher in requests for additional funding where appropriate</p>	<p>RO SENDco</p> <p>SENDco</p>	<p>7.20</p> <p>Ongoing</p>	<p>Improved outcomes for children with disability</p> <p>Staff working with children who have specific sensory impairment are able to support and challenge pupils. They have high expectations of pupils with disability</p>

Improve and maintain access to the physical environment	<p><i>The school environment has been adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Disabled parking bays</i> • <i>Disabled toilets</i> • <i>Doors and gates wide enough to accommodate wheelchair access in refurbished classrooms and hall</i> 	<p><i>To improve signage in school and around the site</i></p>	<p>Add signage inside internal quad to indicate location of office, medical room, staffroom etc</p>	Premises Manager	7.19	All visitors to the school are able to orientate themselves.
			<p>Sign outside Main Entrance to ask users/visitors to alert office when support is required e.g. opening doors</p>		4.19	Office staff aware of the needs of visitors who are wheelchair users e.g. opening heavy fire doors
		<p><i>To improve condition of metal handrails outside YR 1/YR R classrooms</i></p>	<p>Site Manager to re-paint metal handrails</p>		9.19	Older handrails are in good condition and repair
		<p><i>To improve visual support and safety for pupils and visitors to school site.</i></p>	<p>Site Manager to refresh/add nosings on all outside steps</p> <p>Continue 'yellow line' to footpath (footpath to main entrance)</p>	Premises Manager	4.20	Access, safety and independence on site improved for pupils and visitors with visual improvement
	<p><i>Put ramp and handrail into Nursery entrance</i></p>			Premises Manager	6.19	Access, safety and independence on site improved for pupils

			<p>RO to research accessibility grant from BCC</p> <p>Tarmac area from top of Year 2 steps to Reception class outdoor gates</p>	Premises Manager	4.20	<p>and visitors with visual improvement and pupils and visitors with physical mobility needs</p> <p>Access, safety and independence on site improved for pupils and visitors with visual improvement and pupils and visitors with physical mobility needs</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p>	<p><i>Take advice and training from specialist teaching service to ensure positive transitions into Nursery, Reception, within school and between Yr2/Yr3</i></p>	<p>Teacher and SENDco to meet with specialist teachers from BCC as part of the 'plan-do-review' cycle.</p> <p>Teachers and SENDco to work closely with feeder settings and Junior schools</p> <p>Work alongside ALPS schools to plan</p>	SENDco	Ongoing	<p>Children are ready for the next stage of their education and transition successfully between key stages</p>

	<ul style="list-style-type: none"> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> <p><i>Enhanced transition support is in place for pupils who need it on joining Nursery/Reception and between KS1/KS2.</i></p>		<p>programme of transition to ensure consistency</p>			
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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 Governing Body.

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 (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey building			
Corridor access	Reception and KS1 classrooms built around a quad	<ul style="list-style-type: none"> Remove surplus furniture from corridors to ensure accessibility for wheelchair and frame users 	RO and PR	9.19
	Corridor from Main Entrance leads to staffroom, medical room, breakfast club/after school club	<ul style="list-style-type: none"> Add signage inside internal quad to indicate location of office, medical room, staffroom etc 	PR	7.19
Parking bays	Two disabled parking bays: <ul style="list-style-type: none"> Junior school car park (accessible to Nursery and Main Entrance) Main car park 			
Entrances	Main entrance to school accessible from footpath from 7.45am-6.00pm in term time. Buzzer system alerts office/breakfast club/after-school club when office is closed	<ul style="list-style-type: none"> Signage to ask users/visitors to alert office when support is required e.g. opening doors 	RO, FC, CD, PR	4.19
		<ul style="list-style-type: none"> Remove 'signing in' desk when electronic signing in system is installed to create more space 	PR	9.19
		<ul style="list-style-type: none"> Refresh or add nosings on outside steps 	PR	4.20

	Parents access outside of classrooms via playground at drop-off (8.45-8.55am) and pick-up (3.15pm). Gates are padlocked outside these times. Gates are wide enough to accommodate wheelchair users and buggies.	<ul style="list-style-type: none"> • Main Entrance; continue yellow line to gate at end of pathway for additional visual support • Tarmac area from top of Year 2 steps to Reception class outdoor gates to improve walking surface and mark edges of pathway with nosing style paint for additional visual support 	PR PR	4.20 7.20
Ramps	Ramp access as follows: <ul style="list-style-type: none"> • Main Entrance • Ramps to Year 1 and 2 classrooms • Quad via portcullis door • Library 	<ul style="list-style-type: none"> • Re-paint railings outside Year 1 and RB classroom with metal paint • Apply to BCC for funding to put ramp into Nursery classroom entrance 	PR	9.19
Toilets	Accessible toilet in Main Reception area Accessible toilet in school Hall	<ul style="list-style-type: none"> • Apply to BCC for funding to adapt toilets in classroom should pupil require this 	RO	
Library	Accessed via a ramp			
Main Entrance area	Children with additional physical needs have PEEPS (Personal Emergency Evacuation Plan)	<ul style="list-style-type: none"> • Signage to ask users/visitors to alert office when support is required e.g. opening doors 	RO, FC, CD, PR	7.19

		<ul style="list-style-type: none"> Remove 'signing in' desk when electronic signing in system is installed to create more space 		
Internal signage		<ul style="list-style-type: none"> Add signage inside internal quad to indicate location of office, medical room, staffroom etc 	PR	7.19
Emergency escape routes		<ul style="list-style-type: none"> All classrooms, breakfast club and staffroom to have additional marked Emergency padlock key (access to playground and car park from Reception class outdoor area) 		3.19