

Turnfurlong Infant School

Accessibility plan

June 2022



Approved by:
Governing Body

Date: June 2022

Last reviewed on: February 2019

Next review due by: Summer 2025 (Finance and Premises Committee)

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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>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>All children are introduced to BSL through weekly 'Sing and Sign' assemblies</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>SEND targets are set using an Assess Plan Do Review approach</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils and promotes an ethos of inclusivity through raising awareness</p> <p>In 2021/22 the children in Year 2 were involved in a project with The National Paralympic Heritage Trust</p>	<p><u>Short term</u></p> <p><i>Appoint a SALT with TJS and The Grange (ALPS) to work 1 day a week using PP funding</i></p> <p><i>SENDCo to induct new SEN staff and support SEN TA professional development</i></p> <p><u>Medium Term</u></p> <p><i>Introduce 'Sign Supported English' system with ALPS SALT</i></p> <p><i>Introduce PECs or similar in Early Years to support children who are non-verbal on a pathway to ASD diagnosis and EHCP</i></p>	<ul style="list-style-type: none"> • RO to work with JD and VM on recruitment • Consider appointment of SALTA or SEN HLTA to support SENDco and SALT 	<p>RO</p> <p>SENDco</p> <p>RO, SENDco and SALT</p>	<p>7.23</p> <p>7.24</p>	<p>Improved outcomes for children with SLCN</p> <p>Staff have high expectations of pupils with disability.</p> <p>All children able to communicate</p>

		<p><u>Long Term</u></p> <p>Embed 'Sign Supported English' system</p> <p>Embed PECs or similar</p>		RO, SENDco and SALT	Ongoing	
<p>Improve and maintain access to the physical environment</p>	<p>The school environment has been adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets • Doors and gates wide enough to accommodate wheelchair access in classrooms and hall 	<p><u>Short term</u></p> <p>To improve condition of metal handrails outside YR 1/YR R classrooms</p> <p>To improve visual support and safety for pupils and visitors to school site.</p> <p>To upgrade and refurbish the library area to include refurbished ramp and additional disabled toilet</p>	<ul style="list-style-type: none"> • Site Manager to re-paint metal handrails • Site Manager to continue 'yellow line' to footpath (footpath to main entrance) • Pathway around back of hall for Reception parents 	PR	12.22	<p>Facilities improved for all staff and pupils</p> <p>Older handrails are in good condition and repair</p> <p>Access, safety and independence on site improved for pupils and visitors with visual improvement</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>Access, safety and independence on site</p>

		<p><u>Medium term</u></p> <p>To upgrade the outdoor learning facilities for Reception and Nursery to include provision to support multi-sensory learning experiences</p> <p><u>Long term</u></p> <p>Staff room refurbishment to be planned to anticipate the needs of prospective employees who may have a disability</p>		RO and FGB	9.23	<p>improved for pupils and visitors with visual improvement and pupils and visitors with physical mobility needs</p> <p>Quality of learning experience enhanced for children with sensory needs</p>
				RO and FGB	9.25	<p>All reasonable adjustments anticipated for prospective employees or staff member with a disability (or becomes disabled) under the employment provisions of the Equality Act 2010</p>
Continue to Improve access to school information	Teacher who is able to communicate in BSL available to support parents who are Deaf.	<p><u>Short term</u></p> <p>RO to contact website provider to see if a</p>	Contact website	RO, FC	9.22	

<p>for all parents</p>	<p>Staff on site are able to speak a variety of languages (Urdu, Punjabi, Gujarati, Polish, Italian)</p> <p>Use of Microsoft Forms enable information to be translated into home languages</p> <p>In 2021/22 the Buckinghamshire Family Learning team worked with a targeted group of families with EAL to support links between home and school and the home learning environment</p>	<p><i>Google Translate button or similar can be added to website</i></p> <p><u>Medium term</u></p> <p><i>Establish buddy system for families new to school with children with additional needs</i></p>	<p>provider</p> <p>RO to send out microsoft form to identify volunteers</p>	<p>RO, SENDCo</p>	<p>7.23</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	<p>Reception and KS1 classrooms built around a quad</p> <p>Corridor from Main Entrance leads to staffroom, medical room, breakfast club/after school club</p>			
Parking bays	<p>Two disabled parking bays:</p> <ul style="list-style-type: none"> • Junior school car park (accessible to Nursery and Main Entrance) • Main car park 			
Entrances	<p>Main entrance to school accessible from footpath from 7.30am-6.00pm in term time.</p> <p>Buzzer system alerts office/breakfast club/after-school club when office is closed</p> <p>Parents access outside of classrooms via playground at</p>	<ul style="list-style-type: none"> • Main Entrance; continue yellow line to gate at end of pathway for additional visual support • Create a pathway around back of hall for families going to and from Reception at beginning and end of day 	<p>7.22</p> <p>12.22</p>	

	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.			
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 	PR	12.22
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			
Hall	Alarm in toilet Accessible toilet in school Hall Doors wide enough for wheelchair users			

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 		9.22
Internal signage		<ul style="list-style-type: none"> Signage inside internal quad indicates location of office, medical room, staffroom etc 		
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) 		