

TEMPLENEWSAM HALTON PRIMARY SCHOOL



ACCESSIBILITY POLICY

Introduction

At Templenewsam Halton Primary School we are committed to ensuring that all children regardless of disability, age, gender or race have full access to all aspects of school life and achieve their full potential. We endeavour to provide an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are also committed to challenging negative attitudes about disability and proactively developing a culture of awareness, tolerance and inclusion.

The Special Educational Needs and Disability Act (SENDA) 2001 sets out that it is unlawful to treat a child with a disability less favourably for reasons relating to their disability. Reasonable adjustments for disabled children should be made, so that they are not at a substantial disadvantage.

Our school has a number of children with a wide range of disabilities. Reasonable adjustments and continued adaptations are made to ensure they all have equal access to all aspects of school life. This includes all aspects of our curriculum and enrichment activities.

Definition of Disability

Disability is defined by the Equality Act 2010:

A person has a disability if -

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities.

This definition can include a wide range of physical and mental impairments such as:

- Dyslexia

- Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Needs
- Attention Deficit Hyperactivity Disorder (ADHD)
- Developmental Delay
- Visual Impairment

These impairments can affect their ability to carry out activities due to:

- mobility
- manual dexterity
- physical co-ordination
- memory
- concentration and sustained attention
- anxiety

Responsibilities

Templenewsam Halton Primary School welcomes its responsibilities under the SENDA (2001) and the Equality Act (2010) and recognises the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination against children because of sex, race, disability, religion or belief and sexual orientation;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- study role models which include diversity and disability.

Contextual Information

Outside

There are separate entrances for vehicles and pedestrians. The pedestrian entrance (Selby Road) is well signposted and lit and has a sloped pathway suitable for wheelchairs. The vehicle access (Pinfold Lane) is a single lane driveway that leads to the school's main entrance where the disabled parking space is situated. This space is clearly marked and wide enough to allow transfer into a wheelchair. Pathways around the school site have a combination of steps and ramps making the majority of areas accessible for a wheelchair user. The play areas are all fenced off from the car parks.

Inside

Access to the interior of the building is varied and includes ramps, steps, stairs and level access. The main entrance features ramped access, wide door, a reception window at an accessible height and is suitable for wheelchair users. The entrance area is spacious and seating is provided. The disabled toilet with changing facilities is situated next to the main school office. This has wide door access, hi-riser bed, handrail and emergency pull cord. This facility, however, is a distance from the majority of teaching spaces and access internally from other areas of school will often involve the use of steps.

Internal steps are required to access the Early Years and Key Stage 1 classrooms. There is a space suitable for the installation of a lift, but this has not yet been installed as no children on role have required this facility. Internal steps are also required to access Year 3, Year 4, the library and the ICT suite. The steepness of these internal steps means installing a ramp is impractical and the width of the steps is too narrow for a stair climber. There are two classrooms (Year 6) situated on the first floor. The only access to these teaching spaces is by use of stairs. The staircase features a turn, so it is unsuitable for the installation of a lift. There is access to all classrooms from outside except the current Year 6.

The school has an auditory alarm system and emergency escape routes are clearly signposted.

Aims

We aim to:

- increase access for disabled pupils to the school curriculum
- improve and maintain access to the physical environment
- improve the delivery of written information to disabled pupils and their families

Increasing the extent to which disabled pupils can access the school curriculum

- Ensure that curriculum planning and delivery meets the needs of all groups of children in school and removes barriers to learning.
- Provide Continuing Professional Development (CPD) for all staff on disability awareness and access specialist training from outside agency professionals for those supporting pupil with a specific difficulty.
- Ensure access arrangements are made for pupils taking part in informal and formal assessments.

- Provide specialist or auxiliary aids and equipment which may assist children with access to the curriculum.
- Provide visual supports, adapted resources and specific ICT programmes to improve access to learning opportunities.
- Ensure that seating arrangements for activities, such as assemblies, visiting speakers and special events, enable disabled children to be fully involved.
- Provide equal access to our breakfast club, after school club, extra-curricular activities, educational visits and residential trips.
- Promote links with other schools by attending inclusive events for children with special educational needs and disabilities (SEND).
- Placing emphasis on the use of positive disabled role models and including references to and images of disabled people in the curriculum.

Improving and maintaining access to the physical environment

- New extensions or alterations to the building take into consideration the needs of disabled children and are compliant with existing building regulations.
- Timetabling access to the Nurture room and the Children's Centre Sensory room.
- Making space available for professionals, such as the Visually Impaired Team, Occupational Therapist, Physiotherapist, Speech and Language Therapist, Counsellor and Deaf and Hearing Impaired Team, so they can provide our children with appropriate support.

Improving the delivery of written information to pupils, staff, parents/carers and visitors with disabilities

- Provide written information in different, for example, visual symbols, simple language, large print or Braille.
- Ensure information is presented in a user-friendly and accessible way free from confusing abbreviations.
- Check written information preferences expressed by staff, parent/carers and visitors, for example, paper format, text or email.

Accessibility Action Plan

To complement and support this Accessibility Policy an Accessibility Action Plan (Appendix 1) has been written to outline how we intend to improve access to education for our children with disabilities, staff, parents/carers and visitors to school.

Further Information

The Accessibility Policy should be read in conjunction with the following school policies which are available on our website:

- SEND Policy
- Inclusion Policy
- Behaviour Policy
- Health Care Policy
- Intimate Care Policy

Reviewed and Updated - May 2022 **Agreed** - June 2023

APPENDIX 1

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ACCESSIBILITY ACTION PLAN

This Accessibility Action Plan has been written to complement and support our Accessibility Policy. It has been written to outline how we intend to improve access to education for our pupils, staff, parents/carers and visitors.

Management, coordination and implementation of the Accessibility Action Plan

The Governing Body will have overall responsibility for the Accessibility Action Plan, and whilst remaining a separate plan, it will be embedded in the School Development Plan. The Governing Body are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Action Plan.

TEMPLENEWSAM HALTON PRIMARY SCHOOL - ACCESSIBILITY ACTION PLAN 2022

Improving Physical Access

Area	Issue	Action	Responsibility	Outcome	Review
Car Park	No sign to guide disabled drivers to the disabled car parking space.	Purchase and erect a sign directing disabled drivers to the disabled car parking space. Sign to be located half way down the drive (left or right hand grass verge) at a suitable height visible to drivers. Sign to feature blue disabled badge and an arrow.	Head Teacher Business Manager Superintendent	Disabled drivers will be able to locate the disabled car parking space easily.	Achieved 22.05.15

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Car Park	No sign in front of the disabled car parking space.	Purchase and erect a sign in front of the disabled car parking space.	Head Teacher Business Manager Superintendent	Clearly visible disabled car parking space.	Achieved 22.05.15
Car Park	Uneven path running parallel to the driveway.	Resurface the path.	Head Teacher Business Manager Outside Agency	Even surface to improve safety.	Achieved 03.12.14
School Office	School Office sign is not appropriate for people with visual impairments or others with lower sight levels and wheelchair users.	Replace existing school office sign with one featuring a larger font and position it so that it is clearly visible to all visitors.	Head Teacher Business Manager Superintendent	Visitors with visual impairments or other lower sight levels and wheelchair users will be able to locate the school office easily.	Achieved 06.01.20
Door to female staff toilet	Door to the female staff toilet doesn't feature a glass panel, so people cannot see each other when either seated or standing.	Replace door with one featuring a glass panel to aid visibility.	Head Teacher Business Manager Superintendent	Adults and children being able to see who is on the other side of the door before opening it from either a seated or standing position.	
Stairs (KS2)	No visual signs at the top or the bottom of the stairs to indicate a change in level.	Purchase and install a sign at the top and the bottom of the stairs to warn people of the change in level.	Head Teacher Business Manager Superintendent	Adults and children aware of the change in level and allowing them time to prepare to go up or down the stairs.	Achieved 01.10.18
Disabled toilet	Disabled toilet sign is too small and located too high.	Replace existing disabled toilet sign with a larger one and locate it at a more appropriate height for wheelchair users.	Head Teacher Business Manager Superintendent	Clearer sign for disabled visitors to enable them to locate the toilet more easily.	Achieved 06.09.21

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Improving Curriculum Access

Area	Issue	Action	Responsibility	Outcome	Review
Training	School office staff have not attended any access, equality or disability awareness training.	Arrange access, equality and disability awareness training through MyAko.	Governing Body Head Teacher Business Manager	Office staff with up to date knowledge of issues surrounding accessibility, equality and disability. Improved service for visitors.	Added to training schedule 06.06.22
Training	Increased number of pupils being identified and diagnosed with Autism Spectrum Disorder (ASD).	Arrange AET Autism Awareness Level 1 training for all staff, including lunchtime supervisors. Arrange AET Autism Good Practise training Level 2 for key members of staff in Early Years, KS1 and KS2.	Head Teacher SENDCO	All staff to have awareness of how to support pupils and adults with Autism Spectrum Disorder (ASD).	Achieved Level 1 29.04.22 Level 2 Early Years 21.06.22 KS1/2 21.04.22
Specialist Resources and Training	Increased in the number of pupils who require specialist or auxiliary aids and equipment, including technology.	Liaison with Outside Agency professionals and access recommended training and support. Provision of specialist or auxiliary aids and equipment, including technology.	Head teacher SENDCO Outside Agency Professionals	Pupils able to fully access the curriculum alongside their peers supported by the appropriate specialist resource.	According to need and Outside Agency recommendation.
Medical	Number of pupils with a long term or daily medical need.	Medical training for staff from medical professionals. Individual Health Care Plans (IHCP) reviewed annually or as and when medical changes are required. Administration of medication recorded and copy provided to parents.	Head teacher SENDCO Medically trained members of staff	Pupils able to fully access the curriculum alongside their peers and not placed at a disadvantage.	According to need and medical professional recommendation Training provided annually to key members of staff.

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Improving the Delivery of Written Information

Area	Issue	Action	Responsibility	Outcome	Review
Information for parents	Availability of information for parents in a range of formats.	Consult with parents/carers about any access needs that they have with regard to written information. Make arrangements for information to be provided in the format requested.	Head Teacher Business Manager School Office staff SENDCO	Accessible written information for all parents. Parents having equal access to information.	Text and email systems 02.09.15 Tapestry 05.09.16 ALL letters emailed 03.09.19 or provided as a paper copy if requested. Website due to be updated - September 2022. Nursery parents consulted 07.06.22
	Written formal reports provided by Outside Agencies are not always easily understood.	Identification of parents who may need additional support with reading and understanding formal reports. SENDCO, Phase Lead or Class Teacher to arrange to go through and discuss the report and parents/carers. SENDCO to provide feedback to Outside Agency professionals. Opportunity for regular face to face discussions about report contents.	SENDCO Phase Lead Class Teacher	Parents/carers understand the contents of the written reports received, so they can effectively support their children.	As and when formal written reports are received.