

'Achieving, Caring and Growing Together'



**Twiss Green
Community Primary School**

**Accessibility Plan
2020 - 2023**

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Accessibility Plan 2020 - 2023

PLAN OBJECTIVES

The objectives of this plan are:

- To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Twiss Green Community Primary School
- To maintain the physical environment of the school so that pupils with a disability can take advantage of education and associated services
- To improve the delivery of information to pupils with a disability and parents.

Purpose of the plan

This plan shows how Twiss Green Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Twiss Green Community Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

At Twiss Green Community Primary School, we believe that every child should have access to a broad, balanced, relevant and inclusive curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. Improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been able to attend age relevant after school clubs, leisure and cultural activities and educational visits. To this end, we have drawn up our own Accessibility Plan.

The Accessibility Plan

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Under the Equality Act 2010 all schools should have an

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Accessibility Plan. It also draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools and must be approved by Governors and reviewed every three years.

According to the Equality Act 2010 a person has a disability if

- a) The child has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

As previously mentioned the Accessibility Plan will be drawn up to cover a three year period and will be updated annually.

It will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary; to ensure that pupils with a disability are as, equally, prepared for life as are able - bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of the written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame.

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Plan Availability

The School makes the Accessibility Plan available in the following ways:

A copy is posted on the school website.

Paper copies are available on request from the school office

Our aims are:

- **To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Twiss Green Community Primary School**
- **To maintain the physical environment of the school so that pupils with a disability can take advantage of education and associated services**
- **To improve the delivery of information to pupils with a disability and parents.**

Aim 1: To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Twiss Green Community Primary School.

Our current position:

- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents/pupils are included in the provision planning process.
- Encouraging the use of clear, well-presented visual aids to support the learning of all pupils.

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- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work. (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Buddy partners to support vulnerable pupils.
- Making every effort to enhance inclusion at all times. Creating a culture of understanding and tolerance, so that all ability groups and all disabilities, are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities

Short term	Aim	To be achieved by...	Responsibilities , Time and Cost/Funding Stream	Success Criteria	Who will monitor and review?
	1.1 To ensure all staff are trained to support children with medical needs	Update staff training annually in regard to medical needs in school e.g asthma Trained First Aiders to update after training Medicines Policy to be updated annually and parent consent medical forms to be completed	All staff to implement KD/Office team to update medicines policy School Health to repeat training for diabetes, epilepsy when necessary	Staff feel able to support children with medical conditions Medicines Policy is updated Parent consent medical forms are completed	Office team All staff

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	<p>1.2 To continue to raise awareness of hidden disabilities e.g ADHD, ASD, Dyslexia</p>	<p>Staff training</p> <p>School SEND webpages</p> <p>Support from the SENDCo</p> <p>Participation in Children's Mental Health Awareness Week</p> <p>Signposting parents to the Warrington ADDvanced Solutions courses</p>	<p>All teachers/TAs/LSAs/HLTAs</p> <p>CPD funding stream</p>	<p>Staff, children and parents have a better understanding of hidden disabilities</p> <p>Parents are able to use varied strategies to support children with hidden disabilities</p>	<p>SENDCo</p> <p>Headteacher</p> <p>Class teachers</p>
	<p>1.3 Provide a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances - mental health</p>	<p>Mental Health: Share advice and best practice</p> <p>Jigsaw PSHE throughout school</p> <p>Ensuring that all staff see good mental health as a priority for all children - staff to ensure that the class teacher/SENDCo/DSL is informed of any concerns and logs it</p>	<p>All staff</p> <p>SENDCo/Headteacher to feedback on training</p>	<p>A supportive culture, ethos and environment is evident across the whole school</p> <p>Staff are able to support children's mental health</p> <p>Staff receive appropriate training to enable them to support</p> <p>A questionnaire has</p>	

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		<p>on CPOMS.</p> <p>Class teacher check-ins, social groups and 1:1 journal time for children who may need support. A CAMHS referral may be necessary.</p> <p>Prepare a staff questionnaire which enables staff to highlight the specific areas of concern</p>		<p>been completed and highlights specific areas of concern</p> <p>CPD has been agreed with staff as a result of the questionnaire</p>	
<p>Medium term</p>	<p>1.4 Parents have a better understanding of neurodiverse conditions such as ADHD, ASD etc</p>	<p>Recommend parents to engage with Warrington ADDvanced Solutions which offers parents workshops</p> <p>School website includes information for parents and teachers about neurodiversity</p>	<p>SENDCo Autumn term 2021</p>	<p>Parents are able to begin to understand neurodiverse conditions</p> <p>Parents are able to support a child with neurodiversity</p> <p>Parents are signposted to Warrington ADDvanced Solutions</p>	

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		SENDCo available for discussions with parents around neurodiversity			
Long term	1.5 Classrooms are optimally organised to promote the participation and independence of all pupils	<p>Quiet work stations to be used in classrooms where necessary</p> <p>Equipment to be labelled and organised</p> <p>Visual timetables in each classroom</p> <p>Dyslexia dictionaries and reading overlays available in all classrooms</p>	<p>All staff</p> <p>Resources funding stream where necessary</p>	Classrooms are organised and promote participation and independence	<p>HeadteCHER</p> <p>SENDCo</p>
	1.6 Out of school activities are planned to ensure the participation of all pupils	Out of school activities to be completed in an inclusive environment with providers that comply with all current legislative requirements	All staff	Increase in access to all school activities	<p>Headteacher</p> <p>SENDCo</p>

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Aim 2: To maintain the physical environment of the school so that pupils with a disability can take advantage of education and associated services.

Twiss Green takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site and premises.

Our current position:

- The school building is accessible for pupils with physical difficulties.
- The outside play areas are flat and accessible to wheelchair users
- A disabled car park space is available in the school car park.
- Disabled toilet facilities are available with wheelchair access.
- Toilet facilities have been adapted – handles added in toilet areas to meet individual needs.
- Private room spaces are available to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents.
- Space for small group work and individualised work for targeted learners.
- Children’s work is shown to be valued by use in displays around the school.
- The outdoor learning environment has been developed to enhance pupil’s health and well-being e.g seating areas

Short term	Aim	To be achieved by...	Responsibilities, Time, and Cost/Funding Stream	Success Criteria	Monitoring and Review
	2.1 The outdoor areas are accessible to all adults and children	External agencies/contractor to ensure	Headteacher/Office team	School is accessible to all users	Headteacher/Office Team/Site

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		that wheelchair access is incorporated into any plans for the outdoor areas			Manager
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Aim 3: Improvements in the provision of information in a range of formats for pupils with a disability.

Our Current position

- Visual timetables and information supported by signs/symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils.
- Text messaging/Seesaw app to parents
- Buff paper being used across the school

Short term	Aim	To be achieved by...	Responsibilities , Time, Cost/Funding Stream	Success Criteria	Monitoring and Review
	3.1 Review information to parents to ensure it is accessible	Provide information in a clear font and manner School office is available to	All staff Office team	Parents to receive information in a form they can access	Headteacher Office Team

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		<p>support parents complete forms, if necessary</p> <p>Ensure all necessary information is available through the school website and/or Seesaw</p> <p>Support parents who are unable to access written information</p>			
Medium term	3.2 Ensure all staff are aware of guidance on accessible formats	Staff have received guidance on a Dyslexia and accessible information e.g verdana font or alternative dyslexia friendly font, coloured font on white background, coloured paper with black font	All staff Headteacher	Staff produce information that is accessible to all	Headteacher Office Team
Long term	3.3 Annual review information to be	Continue to develop child	All staff	Staff have produced child	All staff

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	accessible to all	friendly pupil profiles		friendly profiles	Headteacher
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