



# TATSFIELD PRIMARY SCHOOL

## SCHOOL ACCESSIBILITY PLAN 2023 – 2027

### 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.

At Tatsfield we strive to ensure all pupils, regardless of age, gender, ethnicity, religion, attainment, need or disability, are able to access the curriculum, environment and wider school community. We want our pupils with disability to thrive and be celebrated alongside their peers.

The plan will be made available online on the school website, and paper copies are available upon request from the school office.

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.

We currently work with physical and sensory support, physiotherapy, occupational therapy, moving and handling and care and independence to meet the needs of our pupils with a disability.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors, pupils and parents/carers.

### 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

#### IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Resources	Timeframe	Outcomes
A1: Continue to develop range of learning resources that are accessible for pupils with different disabilities within subject areas	Subject co-ordinators to review resources in their curriculum areas. SENCo to review resources		On-going	Pupils with disabilities have increased access to curriculum materials
A2: Teachers to continue to develop their knowledge of different teaching and learning styles	Identify suitable professional development opportunities particularly in relation to ASD, ADHD (e.g. through SAE, The Trust, National College, support services)		Continuous	Teachers use multiple intelligence principles to suit wide range of learning styles. Teachers trained in preferred learning and teaching styles of children with disabilities in the school. Higher attainment for pupils with SEN/ disabilities
A2: Positive liaison/planning with pupil/parents of children with a disability who apply for a place at our School	Consult with parents of potential pupils on how to provide good access for their child		When applicable	Pupils with disabilities have access to curriculum and environment
A3: Review outdoor and adventurous education and its accessibility for disabled children	To look at the residential and day school visits to see which may cause restriction to children with disabilities.		When applicable	School visits available to children with disabilities and most activities.
A4: To review access to clubs and after school activities.	To review all clubs and after school activities for accessibility for pupils with disabilities		When applicable	School aware of activities restricted to able bodied pupils and able to alter if necessary if children with disabilities enter the school

#### Comments

A1: This school plans to increase the range of accessible resources it has in stock. This is done by ensuring that when new items are purchased the needs of current/future pupils with disabilities are taken into account.

A2: New staff to be trained in supporting pupils with ASD to improve learning opportunities for these children. Trained TA's run OT and speech and language groups. These will help all pupils – but especially current and future pupils with disabilities and/or SEN.

A3: This school would like all pupils to learn about disability as part of school curriculum. Pupils can explore common stereotypes of people with disabilities and learn about changing attitudes.

#### IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Actions	Resources	Timeframe	Outcomes
B1: Following the rolling programme for internal and external decoration, using differentiated colour scheme to aid movement of visually impaired pupils	Confirm that colour schemes chosen are appropriate for pupils with visual impairments		On-going	To maintain the compliance with contrasting colours for walls and doors in the building. Visually impaired pupils (and staff/visitors) are able to navigate easily around school
B2: To continue to maintain the class change monitoring system with accompanying flashing lights.	To programme and maintain the class change monitoring system.		In place	Children with visual or auditory impairments to be aware of times for class change etc. during the school day.
B3: Provide level access to ground floor facilities and new outdoor areas	To undertake access audit of proposed changes to the grounds		On-going	Pupils (staff/visitors) with wheelchairs can access all areas of the school

B4: To maintain the soundfield system in the school hall	Soundfield System is serviced		Dec 23	Children with auditory impairments supported in assemblies and performances
<b>Comments</b> B1: This school currently has no pupils with a visual impairment although some have sight problems. When the new classrooms were painted, we used this opportunity to ensure appropriate colour schemes were used to make the building DDA compliant and more accessible to any future visually impaired pupils. This needs to continue when repainting. B2: This school currently has no pupils with a hearing impairment. However, when the school was built visual emergency lighting and flashing lights were part of the evacuation alarms and these need to be maintained for any future auditory impaired pupils. B3: The school does not currently have any pupils with a physical impairment. However, the school recognises that facilities may be needed in the future and is aware that the new building is DDA compliant and that any additions to outside areas must also be accessible to people with disabilities. This included access to the new pond installed in 2019. B4: This school currently has no pupils with a hearing impairment. However, when the school was built we used this opportunity to ensure appropriate soundfield system and adequate speakers were installed to make the building DDA compliant and more accessible to any future auditory impaired pupils.				

IMPROVING ACCESS TO INFORMATION				
Target		Resources	Timeframe	Outcomes
C1: Make information more accessible to pupils (and parents) with disabilities	To make information more accessible	<a href="http://www.surreycc.gov.uk">www.surreycc.gov.uk</a> <a href="http://www.direct.gov.uk">www.direct.gov.uk</a>	When applicable	Pupils with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.
C2: To ask for declarations by parents who have disabilities on entry to the school	Information provided to parents to allow for disclosure of disabilities			Parents able to declare disabilities on entry of their children to the school
C3. All school events to request notification of any disabled visitors so arrangements can be made for them.	Letters inviting parents to the school for a performance ask for notification of special arrangement requirements to accommodate disabilities.			Provision made for disabled visitors to the school for performances.
<b>Comments:</b> C1: The school begins by ensuring that the information needs of existing pupils with disabilities are being met. It then goes on to consider what it would need in order to respond to the needs of future pupils with disabilities. The school also remembers to consider the needs of parents – some of whom might need to receive information in alternative formats (e.g. large print).				

Plan to be next reviewed March 2024